"QUALITY OF WORK LIFE IN RELATION TO TEACHER EMPOWERMENT AND TEACHING EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS"

Research Report Submitted to the University Grants Commission
New Delhi-110002

Submitted by:

Dr. Manju N. D

(No. F/PDFSS-2013-14-SC-KAR-4864)

Assistant Professor
SVK National College of Education
NES Campus, Balarj Urs Road
Shivamogga-577201

Under the Supervision of

Dr. G. Sheela
Assistant Professor
Department of Studies in Education
University of Mysore, Mysore-570006

University of Mysore
Department of Studies in Education
Manasagangothri, Mysore

2019

DECLARATION

I, **Dr. Manju N. D,** hereby declare that this report entitled, **"Quality of Work Life in Relation to Teaching Effectiveness and Teacher Empowerment of Secondary School Teachers",** is the result of my research work done by me under the Supervision of **Dr. G. Sheela,** Assistant Professor, Department of Studies in Education, University of Mysore, Manasagangotri, Mysore. I am submitting this report for the Post Doctoral Degree in Education to the University Grants Commission, New Delhi. This has not been submitted by me for award of any other degree or Diploma anywhere.

Manju N.D

Dr. MANJU N. D

Date: 25. 11. 2019

Place: Mysore

CERTIFICATE

I **Dr. G. Sheela,** Assistant Professor, Department of Studies in Education, University of Mysore, Mysore, do here by certify that this report entitled **"Quality of Work Life in Relation to Teaching Effectiveness and Teacher Empowerment of Secondary School Teachers"** is a record of bonafide study and research work carried by **Dr. Manju N. D** (No. F/PDFSS-2013-14-SC-KAR-4864) under my supervision.

This research has not been submitted by him for award of any degree or diploma in this or in any other university before. This report embodies the results of the investigation conducted during the Post Doctoral Fellowship period.

25/11/19

CHAIRMAN
Department of Studies in Education
University of Mysore, Manasagangotri
Mysuru - 570 006, Karnataka

25/11/2019

Signature of the Supervisor

(Dr. G. Sheela)

Dr G SHEELA
Assistant Professor
Department of Studies in Education
University of Mysore
MYSORE-570006

ACKNOWLEDGEMENT

It was my lifetime ambition to offer my humble contribution to the field of Education through research. I wish to take this opportunity to record my deepest sense of gratitude to my supervisor **Dr. G. Sheela,** Assistant Professor, Department of Studies in Education, University of Mysore, Mysore, for her constant supervision with wide-range of knowledge, ever-willing encouragement and intellectual mindset which has fulfilled my ambition of conducting this research work.

I am grateful to the **University Grants Commission** for providing me with the fellowship to carryout this Post Doctoral research work. I am also grateful to University of Mysore, for providing me with all the resources needed for this research.

My sincere and heartfelt thanks to **Dr. Ningamma C. Betsur,** Professor, Department of Studies in Education, **Dr. Pushpa. M,** Associate Professor, DOS in Education, **Dr. Praveena.K.B,** Assistant Professor, DOS in Education, University of Mysore for their encouragement and motivation.

My sincere thanks are due to **Dr.Chandrashekhar.A,** Bangalore, for helping me in designing the report. I also thank **Ms.Ramya. M. R,** Research Scholar, Department of Studies in Education, University of Mysore, for her cooperation.

I would also like to thank the **members of non-teaching staff,** Department of Studies in Education for their assistance. I thank the **Head Masters and Teachers** involved in this study for their cooperation during the data collection for the study. Their active participation is unforgettable.

I wish to express my gratitude to **my parents for their moral support** and encouragement.

Manju N D

Dr. MANJU N. D

Date: 25.11.2019

Place: Mysore

List of Contents

		Page No.
	Declaration	ii
	Certificate	iii
	Acknowledgement	iv
	Contents	v
	List of Tables	ix
	List of Figures	xv
Chapter – I	**INTRODUCTION**	**1-51**
	1. Introduction	1
	1.1 Quality of Work Life:	2
	1.1.1 Concept of Quality of Work Life	4
	1.1.2 Indicators of Quality of Work Life	8
	1.1.3 Strategies for improving Quality of Work Life	14
	1.1.4 Measurement of Quality of Work Life	18
	1.2 Teaching Effectiveness	21
	1.2.1 Concept and Definitions of Teaching Effectiveness	24
	1.2.2 Dimensions of Teaching Effectiveness	26
	1.2.3 Principles of Effective Teaching	33
	1.2.4 Aspects of Effective Teaching	34
	1.2.5 Measures to make teaching more effective	35
	1.2.6 Factors contributing to Teaching Effectiveness	35
	1.3 Teacher Empowerment	39
	1.3.1 Meaning and concept of Teacher Empowerment	39
	1.3.2 Historical Perspectives of Empowerment	39

	1.3.3 Concept of Teacher Empowerment	42
	1.3.4 Definitions of Teacher Empowerment	43
	1.3.5 Dimensions of Teacher Empowerment	45
	1.3.6 Needs to Empower the Teachers	48
	1.3.7 Strategies to Empower Teachers	48
	1.2 Need and Significance of the study	50
Chapter – II	**REVIEW OF RELATED LITERATURE**	**52-86**
	2.1 Studies related to Quality of Work Life.	52
	2.2 Studies related to Teaching Effectiveness	69
	2.3 Studies related to Teacher Empowerment.	79
Chapter – III	**METHODOLOGY OF THE STUDY**	**87-111**
	3.1 Statement of the problem	87
	3.2 Objectives of the study	87
	3.3 Hypotheses of the study	88
	3.4 Variables of the study	90
	3.5 Operational definitions of key terms	91
	3.6 Method of the study	96
	3.7 Sampling	96
	3.8 Tools used for collection of data	98
	3.8.1 Teacher's Quality of Work Life Scale	98
	3.8.1.1 Scoring procedure	99
	3.8.2 Teacher Empowerment Scale	100
	3.8.2.1 Construction of Teacher Empowerment Scale	100
	3.8.2.2 Tryout of Teacher Empowerment Scale	102
	3.8.2.3 Item Analysis	103
	3.8.2.4 Scoring Procedure	106

	3.8.2.5 Validity of the Scale	107
	3.8.2.6 Reliability of the scale	107
	3.8.3 Students Rating of Teaching Effectiveness Scale (SROTES)	108
	3.8.3.1 Scoring Procedure	109
	3.8.4 Personal Data Sheet	110
	3.9 Procedure followed for Collection of data for the study	110
	3.10 Statistical techniques used to analyze the data	110
	3.11 Limitation of the Study	111
Chapter – IV	**ANALYSIS OF DATA AND INTERPRETATION OF THE RESULTS**	**112-175**
	4.1 SECTION – I: Analysis related to assessing the levels	115
	4.2 SECTION – II: Analysis related to finding the significance of difference	139
	4.3 SECTION – III: Analysis related to finding the main and interaction effect	160
	4.4 SECTION – IV: Analysis related to finding the significant relationship	174
Chapter – V	**SUMMARY OF THE STUDY AND CONCLUSIONS**	**176-207**
	5.1 Introduction	176
	5.1.1 Quality of Work Life	177
	5.1.2 Teaching Effectiveness	178
	5.1.3 Teacher Empowerment	179
	5.2 Need and significance of the study	180
	5.3 Review of related literature	181
	5.4 Objectives of the Study	182

5.5 Hypotheses of the Study 183
5.6 Variables of the Study 185
5.7 Operational Definitions of Key terms 185
5.8 Method of the Study 191
5.9 Sampling 191
5.10 Tools used for Collection of Data 193
5.11 Statistical techniques used to analyze the Data 193
5.12 Limitation of the Study 194
5.13 Major Findings of the Study 194
5.14 Educational implications 200
5.15 Suggestions for further study 207

BIBLIOGRAPHY **208-237**

APPENDICES

LIST OF TABLES

Sl. No.	Table No.	Table Headings	Page No.
1.	3.1	The sample of teachers and students drawn from seven Taluks of Mysuru District.	97
2.	3.2	Tools used for collection of data with respect to the variables of the study.	98
3.	3.3	Item numbers corresponding to the Indicators of Teacher's Quality of Work Life Scale.	99
4.	3.4	Details of sample of teachers selected for try-out of Teacher Empowerment Scale	102
5.	3.5	Items of the draft of Teacher Empowerment Scale and their corresponding 't' values.	103
6.	3.6	Item numbers corresponding to the Components of Teacher Empowerment Scale.	106
7.	3.7	Area wise serial number of favorable and unfavorable items of Students Rating of Teaching Effectiveness Scale	109
8.	4.1	The Percentage of secondary school teachers with respect to different levels of Total Quality of Work Life.	116
9.	4.2	The Percentage of male and female secondary school teachers with respect to different levels of Quality of Work Life.	117

10.	4.3	The Percentage of secondary school teachers possessing above 10 years and below 10 years of experience with respect to different levels of Quality of Work Life.	118
11.	4.4	The Percentage of government, aided and unaided secondary school teachers with respect to different levels of Quality of Work Life.	120
12.	4.5	The percentage of secondary school teachers in Mysuru, Hunsur, Piryapatna, K. R. Nagara, H. D. Kote, Nanjangudu, and T. Narsipura Taluk of Mysore District with respect to different levels of Quality of Work Life.	121
13.	4.6	The percentage of secondary school teachers with respect to different levels of Overall Teaching Effectiveness.	123
14.	4.7	The percentage of male and female secondary school teachers with respect to different levels of Teaching Effectiveness.	125
15.	4. 8	The percentage of secondary school teachers possessing above 10 years and below 10 years of experience with respect to different level of Teaching Effectiveness.	126
16.	4. 9	The percentage of government, aided and unaided secondary school teachers with respect to different levels of Teaching Effectiveness.	128
17.	4. 10	The percentage of secondary school teachers in Mysuru, Hunsur, Piryapatna, K. R. Nagara, H. D. Kote,	129

		Nanjangudu, and T. Narsipura Taluk with respect to different levels of Teaching Effectiveness.	
18.	4. 11	The percentage of secondary school teachers with respect to different levels of Total Teacher Empowerment.	131
19.	4. 12	The percentage of male and female secondary school teachers with respect to different levels of Teacher Empowerment.	132
20.	4. 13	The percentage of secondary school teachers possessing above 10 years and below 10 years of experience with respect to different level of Teacher Empowerment.	134
21.	4. 14	The percentage of government, aided and unaided secondary school teachers with respect to different levels of Teacher Empowerment.	135
22.	4. 15	The percentage of secondary school teachers in Mysuru, Hunsur, Piryapatna, K. R. Nagara, H. D. Kote, Nanjangudu, and T. Narsipura Taluk with respect to different levels of Teacher Empowerment.	137
23.	4. 16	Summary table of 't' test of Total Quality of Work Life of male and female secondary school teachers.	140
24.	4. 17	Summary table of 't' test of Total Quality of Work Life of secondary school teachers with above 10 years and below 10 years of experience.	141
25.	4. 18	Summary table of One Way ANOVA of Total Quality of Work Life of secondary school teachers belonging to government, aided and unaided schools.	142

26.	4. 19	Summary table of 't' test of Job Security, Equitable Pay and Rewards, Justice in the Work Place, Supervision, Meaningful and Interesting Work, Control over Self, Work and Work Place, Decision making Opportunities, Growth Opportunities, Feedback and Knowledge of Results, Work Authority, and Recognition of Contribution – an Indicators of Quality of Work Life of male and female secondary school teachers.	144
27.	4.20	Summary table of 't' test of Job Security, Equitable Pay and Rewards, Justice in the Work Place, Supervision, Meaningful and Interesting Work, Control over Self, Work and Work Place, Decision making Opportunities, Growth Opportunities, Feedback and Knowledge of Results, Work Authority, and Recognition of Contribution – an Indicators of Quality of Work Life of secondary school teachers with above 10 years and below 10 years of experience.	148
28.	4. 21	Summary table of One way ANOVA of Job Security, Equitable Pay and Rewards, Justice in the Work Place, Supervision, Meaningful and Interesting Work, Control over Self, Work and Work Place, Decision making Opportunities, Growth Opportunities, Feedback and Knowledge of Results, Work Authority, and Recognition of Contribution – an Indicators of Quality of Work Life of secondary school teachers belonging to government, aided and unaided schools.	153

29.	4.22	Summary table of 't' test of Teaching Effectiveness of male and female secondary school teachers.	157
30.	4.23	Summary table of 't' test of Overall Teaching Effectiveness of secondary school teachers with above 10 years and below 10 years of experience.	158
31.	4.24	Summary table of One Way ANOVA of Overall Teaching Effectiveness of secondary school teachers belonging to government, aided and unaided schools.	159
32.	4. 25	Summary table of 't' test of Total Teacher Empowerment of male and female secondary school teachers	160
33.	4. 26	Summary table of 't' test of Overall Teacher Empowerment of secondary school teachers with above 10 years and below 10 years of Experience.	161
34.	4. 27	Summary table of One Way ANOVA of Overall Teacher Empowerment of secondary school teachers belonging to government, aided and unaided schools.	162
35.	4.28	Summary table of 't' test of Teacher Decision Making, Teacher Professional Development, Teacher Status, Teacher Autonomy, Teacher Impact, Teacher Self Efficacy –Components of Teacher Empowerment of male and female secondary school teachers.	164
36.	4. 29	Summary table of 't' test of Teacher Decision Making, Teacher Professional Development, Teacher Status, Teacher Autonomy, Teacher Impact, Teacher Self Efficacy – Components of Teacher Empowerment of secondary school teachers with above 10 years and below 10 years of experience.	166

37.	4. 30	Summary table of One Way ANOVA of Teacher Decision Making, Teacher Professional Development, Teacher Status, Teacher Autonomy, Teacher Impact, Teacher Self Efficacy – Components of Teacher Empowerment of secondary school teachers belonging to government, aided and unaided Schools.	169
38.	4. 31	Summary table of Two Way ANOVA of Teaching Effectiveness and Teacher Empowerment on Quality of Work Life of secondary school teachers.	173
39.	4.32	Summary table of Pearson Product Moment Correlation for Quality of Work Life and Teaching Effectiveness of secondary school teachers.	174
40.	4. 33	Summary table of Pearson Product Moment Correlation for Quality of Work Life and Teacher Empowerment of secondary school teachers.	175
41.	5. 1	The sample of teachers and students drawn from seven Taluks of Mysuru District.	192
42.	5. 2	Tools used for collection of data with respect to the variables of the study.	193

LIST OF FIGURES

Sl. No.	Figure No.	Figure Headings	Page No.
1.	1.1	Indicators of Quality of work life identified and studied by the researchers.	9
2.	4.1	The Percentage of secondary school teachers possessing high, average and low levels of Total Quality of Work Life.	116
3.	4.2	The Percentage of male and female secondary school teachers possessing high, average and low levels of Quality of Work Life.	117
4.	4.3	The Percentage of secondary school teachers with above 10 years and below 10 years of experience possessing high, average and low levels of Quality of Work Life.	119
5.	4.4	The Percentage of Government, Aided and Unaided secondary school teachers possessing high, average and low levels of Quality of Work Life.	120
6.	4.5	Percentage of secondary school teachers in Mysuru, Hunsur, Piryapatna, K. R. Nagara, H. D. Kote, Nanjangudu, and T. Narsipura Taluk of Mysore District with respect to different levels of Quality of Work Life	122
7.	4.6	The Percentage of secondary school teachers possessing highly, moderately and less level of overall Teaching Effectiveness.	124
8.	4.7	The Percentage of male and female secondary school teachers possessing highly, moderately and less level of overall Teaching Effectiveness	125

9.	4.8	The Percentage of secondary school teachers with above 10 years and below 10 years of experience possessing highly, moderately and less level of overall Teaching Effectiveness.	127
10.	4.9	The Percentage of government, aided and unaided secondary school teachers possessing highly, moderately and less level of overall Teaching Effectiveness.	128
11.	4.10	Percentage of secondary school teachers in Mysuru, Hunsur, Piryapatna, K. R. Nagara, H. D. Kote, Nanjangudu, and T. Narsipura Taluk with respect to different levels of Teaching Effectiveness.	130
12.	4. 11	The Percentage of secondary school teachers possessing high, average and less levels of Total Teacher Empowerment.	132
13.	4.12	The Percentage of male and female secondary school teachers possessing high, average and less levels of Total Teacher Empowerment.	133
14.	4.13	Percentage of secondary school teachers possessing above 10 years and below 10 years of experience with respect to different level of Teacher Empowerment.	134
15.	4.14	Percentage of government, aided and unaided secondary school teachers with respect to different levels of Teacher Empowerment.	136
16.	4.15	Percentage of secondary school teachers in Mysuru, Hunsur, Piryapatna, K. R. Nagara, H. D. Kote, Nanjangudu, and T. Narsipura Taluk with respect to different levels of Teacher Empowerment.	138

Chapter I

Introduction

CHAPTER – I

INTRODUCTION

Work takes up a major share of everyone's life since it is necessary for an individual's livelihood. In today's modern world a large chunk of people's life is spent at work. People spend around one third of their life at their work place. This enormous part of life time spent at work should give satisfaction and a sense of fulfillment for having worked purposefully, constructively, and fruitfully.

Working is a critical activity for the preservation of personal health and is important for human beings. It also serves as an energizer for personal identity and boosts the self-esteem of men and women as they take up meaningful work. It also develops a sense of identity, dignity, and worth. Achievement of a meaningful result assists an individual in growing and actualizing his full potential. It improves the conditions of life of a community. While working, an individual is exerting an effort in order to make something, to achieve something, or to produce a desired effect. For human beings, "to be able to do something" means to make it visible that "I", as the subject, is active in the world, that "I" exist. Working is a meaningful way to prove one's existence, and hopefully, that it is worth to be lived.

The terms Work and Job are normally used synonymously. Work is more comprehensive thana job. Work is considered a positive virtue and is described by such positive terms as industrious, diligent, persevering and willing to take initiative and devoted to one's occupation. The work instinct of an individual is associated with the pleasure that provides the opportunity to achieve something, to surpass oneself, to exercise one's imagination and intelligence, to become a better person, to know oneself, to meet other people, to help people, to feel competent and powerful, and to be effective.

Teaching is one of the most significant and noblest profession in the world. All the other professions, job and work in the society have their bases in teaching.

As a profession it is the basis of the development of any country. Teachers are essential for the effective functioning of the nation. Teachers take a significant role in constructing the personality of students, who are the future of a nation.

Teaching as a profession involves complex work. The job of being a teacher is both demanding and challenging. Teachers draw upon physical, emotional and intellectual resources in order to be effective in the classroom. Like many professionals, teachers are also overwhelmed by multiple and complex challenges, which they perform with the meagre resources required to fulfill the high expectations placed on them. Their work includes tasks like, planning of lessons, supervision of student's projects, evaluation of student's work and conducting examinations which are accompanied by pressures in their work environments.

People at work commonly feel that work should be something that can be enjoyed. Every person at work attempts to make his work more enjoyable for himself and those around themselves. In this context, literature on making work more enjoyable is being discussed and hence the phrase, "Quality of Work Life". Every individual feels that their work should give them satisfaction and motivate them to perceive their work. Teachers are no exception to it. This has given rise to attempts on improving the quality of work life of teachers.

1.1 QUALITY OF WORK LIFE

In the post-modern era several factors which have evolved have led to an increase in concern for Quality of Work Life (QWL). Increase in then education level and consequently job aspirations of employees, association of workers, significance of human resource management, widespread unrest in work place and knowledge and behavior of workers in the recent years have created a demand for research on the concept of Quality of work life.

Quality of Work Life, as a concept is based on the assumption that a job is more than just a job. It is the core of a person's life. Quality of work life has

become a conceivable aspect of the work ethics and working conditions in recent days. Quality of work life is a principle of job enrichment and socio-technical enrichments and is a comprehensive effort to improve the quality of the work environment. It promotes the organizational performance and teacher's wellbeing which in turn depends on the management style, freedom to make decisions, pay and benefits, working conditions, safety and meaningful work.

A classic study by sociologist Elton Mayo, at Western Electric's Hawthorn plant in 1933 verified the influence of environmental factors on workers' performance. This initiated a beginning of a movement for the policy of humanizing work conditions, The concept of QWL took root in the context of working conditions in the industrialized countries in the 1950s. The post-war economy triggered a spectacular growth in the service sector which, by the end of the 1960s, represented approximately 60% of all jobs in the United States. Despite this major change in the job market, most organizations persisted in using an old-style Taylorian model in managing their companies; the result was that jobs became more dehumanized (Davis and Cherns, 1975).

Though certain isolated efforts like, sharing profits with their employees had been made to improve the working conditions for employees, it took several decades for the social sciences and humanities to take interest in work and in the relationship between workers' attitudes and behaviors and institutional productivity.

The expression "*Quality of Work Life*" began to be used in the late 19th century. Irving Bluestone, of General Motors, United States, used the expression "Quality of work life" for the first time in the late 1960s. this made workers to play an active role in decisions concerning their working conditions. Its goal was essentially to evaluate employee satisfaction in order to develop a series of programs to increase worker productivity (Goode, 1989). This forms the starting point for a number of researchers, who wished to define and monitor the common denominator that would enable them to reconcile the goals and aspirations of the

working world. Lawler (1975) attributes theresearchers' sudden interest in QWL to increasing educational level of employess and budget problems in the United States which pushed administrators to reconsider their production methods. Research on QWL gained momentum initially in the early 1970s which resulted in the International Conference on Quality of Work Life,1972 in New York. This conference acknowledged the necessity of coordinating efforts by the researchers and organizations to build up a theoretical corpus in the area of QWL research. *The International Council for the Quality of Working Life* was created in 1973, to promote research and exchange of information on mental health at work place.

Despite the QWL summit, no clear definition of QWL had yet been formulated. Lawler attributed this fact to the wide range of interests like safe work stations to worker motivation with a view to increase productivity. Lawler (1975) suggested that, it was deemed necessary to consider job satisfaction as an important part of QWL. Lawler opines that it is not possible to envisage a high QWL without satisfying the need for self-actualization. He also emphasizes the limits of the job satisfaction paradigm. He opines that a certain degree of dissatisfaction is necessary to motivate workers to achieve their goals and motivate them to move. If all workers reach a state of satisfaction, productivity is more likely to be harmed than improved. Hence, QWL must include measures of stress and tension that may be present in a workplace, yet, ignored by job satisfaction research.

1.1.1 Concept of Quality of Work Life

This term ‘Quality of Work Life’ (QWL) has different meanings to different people. It is democracy or codetermination with increased employee participation in the decision making process. For administrators, the term denotes improvement in the psychological aspects of work to improve productivity. Employees interpret QWL as more equitable sharing of profits, job security and healthy and humane working conditions. Others view it as improving social relationships at workplace through autonomous workgroups. Some take a broader view of changing the entire organizational climate by humanizing work,

individualizing organizations and changing the structural and managerial systems. It is also referred to as favorableness or unfavorableness of job environment of employees and the quality of relationship between employees and the total working environment.

Robbins (1989) defined the term as,

"A process by which an organization responds to employee needs by developing mechanisms to allow them to share fully in making the decisions that design their lives at work".

Goodman defines,

"Quality of work life is an attempt to restructure multiple dimensions of the organization and to institute a mechanism which introduces and sustains changes over time".

According to **Powers (2004),**

"Quality of work life as a set of methods, such as autonomous work groups, job enrichment and high involvement aimed at boosting the satisfaction and productivity of workers".

Chan and Einstein (1990) defined it as,

"The degree to which members of a work organization satisfy important personal needs through their experiences in the organization".

According to Luthans (1973),

"Quality of work life is more concerned with overall climate of work. It is a concern about the impact of work on people as organizational effectiveness and an idea of participation in organizational problem solving and decision making".

Hersey and Blanchard (1984) in their book, "Management of organizational behavior" defined quality of work life (QWL) as,

"The relationship between employees and the total working environment with human dimensions added to the usual technical and economic dimensions".

J. Bchard and J. Loy define it as,

"The degree to which member of a work organization are able to satisfy important personal needs through their experience in the organization."

According to **Harrison**,

"QWL is the degree to which work in an organization contributes to material and psychological well-being of its members".

American Society of Training and Development,

"QWL is a process of work organization which enables its members at all levels to actively participate in shaping the organization's environment, methods and outcomes".

The term is also defined as,

"A process of joint decision making, collaboration and building mutual respect between management and employees".

Broadly, quality of work life involves four major parts: safe work environment, occupational health care, suitable working time and appropriate salary. The employer and employee's awareness of the risks and rights, could achieve a lot in their mutually beneficial dialogue.

Glacer feels, "Quality of work life requires an organizational climate and structures that really encourages, facilitates, rewards, questions, challenges or suggests ways to improve the existing operative modes". The components of quality of works life may be extrinsic or intrinsic. Extrinsic job factors include salary, working hours, working conditions whereas intrinsic job factors include the nature of the work. Power, participation in management, fairness and equity, social support, use of one's skills, self development, meaningful future at work, social relevance of the outcome have an effect on extra work activities.

The goal of improving QWL lies in the organizational conditions that foster individual learning and development, that provide individuals with substantial influence and control over what they do and how they are to do it and that provide

individuals with interesting and meaningful work that serves as a service, as a source of a personal satisfaction and a means to valued personal rewards. Quality of work life improvements are defined as any activity which takes place at every level of an educational organization, which seeks greater institutional effectiveness by enhancing human dignity and growth. … a process through which the administrators in the educational organization management, unions and teachers learn how to work together in order to determine what actions, changes are desirable, workable to achieve the twin and simultaneous goals of an improved quality of life at work for all teachers of the institution and greater effectiveness for both the institution and the teacher.

Apart from defining QWL, some scholars have operationalized the concept (Walton, 1973; Orpen 1981; Taylor, 1978). One of the first scholars to do so was Walton (1973), and emerging from his research was a number of determinants or components of QWL. Walton's (1973) remains arguably the most comprehensive attempt to operationalize the concept, and attempts that have followed have mostly drawn from his endeavors and hence bear similarities. Orpen (1981) is an example of these authors who clearly adopted and extended Walton's (1973) criteria for the QWL, and Taylor (1978) whose investigations into the underlying structure of QWL revealed similarities to Walton's categories.

Richard E. Walton considers eight broad conditions that contribute to desirable quality of work life that form the criteria for measuring QWL:

- ***Adequate and fair salary:*** fair salary refers to the pay which is above the minimum salary below the living age.
- ***Safe and healthy working conditions:***refers to fulfillment of safe and healthy conditions in line with humanitarian and legal requirements in the educational organization.
- ***Opportunity to use and develop human capacities:*** refers to the extent to which teachers can exercise control over their work, and also to the extent to which the teaching job embraces meaningful tasks. It also

refers to opportunities of autonomy in their work and opportunities for participation in planning in order to use their capabilities.

- ***Opportunity for career growth:*** Opportunities for continuous growth and security by expanding one's knowledge, competencies, and qualifications in the future contributes to Quality of work life.
- ***Social integration in the work force:*** refers to the opportunities for developing an attitude of freedom from prejudice, supporting a sense of community and inter personal openness, and egalitarianism among teachers.
- ***Constitutionalism in the work organization:*** It refers to the bureaucratic procedures to be followed by the management and provisions to employees on such matters as privacy, freedom to speak, and equity. Constitutional protection offered to the teachers only to the level of desirability would facilitate their effectiveness in work.
- ***Work and quality of life:*** Quality of work life provides for the balanced relationship between work, non-work and family aspects of life. Working hours including overtime work, work during inconvenient hours, travel, transfers, and vacations should not strain family and social life.
- ***Social relevance of work:*** it refers to the establishment of relevance to work in a socially beneficial manner. The usefulness of a teacher's work to the society enhances their self esteem.

1.1.2 Indicators of Quality of Work Life

Quality of life determines the individual's performance in the following four functional areas (Schipper, Clinch, & Powell, 1990):

- Physical and occupational functioning,
- Psychological state,
- Social interaction and
- Somatic sensation.

Calman (1984) suggested that the gap between an individual's expectations and actual achievements determine his quality of work life. The potential gap between expectation and achievement can shape individuals' perceptions of their performance on the afore mentioned functional areas. Quality of work life includes the indicators of professional achievement and also the indicators of the distance between the achievements and the person's needs and expectations.

Studies by Walton, 1974; Mirvis and Lawler, 1984; Uma Sekaran, 1985; Deci and Ryan,1985; Warr, 1987; Etuk, 1989; Thomas and Velthouse 1990; Jain, 1991; Baba and Jamal, 1991; Snelders, 1996; M. Joseph Sirge et al, 2001; Subrahmanian and Anjani N, 2010; Daljeet Kaur, 2010; P.SubburethinaBharathi, 2011; and Farideh Haghshenas Kashani, 2012; have attempted to identify the indicators of Quality of work life.

Figure No.1.1:Indicators of Quality of work life identified and studied by the researchers.

The following eleven indicators were reported to be positively correlated to Quality of work life of teachers.

- ***Job Security:*** Job security is assurance that a teacher has about the continuity of gainful employment for his or her work life. This concerns the perception of the teachers that the job will continue into future in stable manner and that there is realistic opportunity to career advancement. This would help the teachers to be free from fear and anxiety about their safety, income and future employment. Job security means that teachers who decide to pursue permanent teaching employment have a reasonable chance in the hiring process. More than half of the teachers in Indian government, aided and unaided schools are employed on short-term contracts, leading to job insecurity, loss of pay during holidays and an inability for some to satisfy their personal needs. The fear of losing job may create unnecessary stress and fear in the mind of a teacher and hence a teacher may be unable to concentrate on his / her work. Job security affects quality of work life.

  Conditions in the work environment should free the teachers from fear of losing their jobs. The system must create healthy working conditions with optimum financial security.

- ***Equitable pay and rewards:*** This indicates whether the teacher is compensated commensurately to their contribution to the value of the service and equitable pay programs. The key is to ensure fairness and consistency for similarly performing and contributing teachers.

- ***Justice in work place:*** This reflects the perceptions of teachers that they are being treated fairly by management and co-teachers. Higher authorities and colleagues should not discriminate on the basis of caste, gender, race and ethnicity. Rules and regulations should be applied equally to all. Teachers should have equal opportunities for attending in-service training programmes, seminars, workshops and freedom to express their views about the administration of the institution. Educational organizations should emphasize on additional benefits such as educational assistance and vision,

increased opportunity for flexible work arrangements and job-sharing, training, and development of teachers. Seniority is generally taken as the basis for promotion of teachers.

- ***Meaningful and Interesting Work:*** This represents tasks at work that enable a teacher to upgrade his knowledge, skills and capabilities. It removes the monotony of teacher's job and makes the teachers enthusiastic, satisfied, initiated, and interested in work. Teachers are able to identify the professional and institutional needs to their job and they give importance to administrative orders and they enjoy their work. A well accomplished challenging teacher's job yields greater satisfaction than a monetary perk. It also boosts their self-confidence.

- ***Supervision:*** Supervision should be provided by the head master of the school in terms of providing assistance and support when these are required. Higher authorities should be humanitarian, encourage team spirit among teachers at work and provide objective feedback and career guidance to teachers.

- ***Control over Self, Work and Work Place:*** It is the extent that the teacher can exercise control over his/ her work, and the degree to which the teaching job embraces an entire meaningful task. It provides for opportunities for autonomy in work and participation in planning in order to use human capabilities to enhance their quality of work life. Teachers are able to build up conducive environment of work in their institution and maintain self discipline and be committed to rules and regulations of their work and the provisions for efficiently utilizing the resources of the institution to work successfully.

- ***Decision Making Opportunities:*** Teachers should manage themselves, be involved in the decision making process that affects their work and accept greater responsibility in the work of the educational organization. It is an opportunity regarded as the cognitive process resulting in the selection of a

course of action among several alternatives. Heads of the institution should take decisions after considering the opinions of the teachers. Teachers should be free to adopt new methods of teaching and new techniques to evaluate students learning.

- ***Opportunity for career growth:*** Opportunities for promotions are limited in case of all categories of teachers either due to educational barriers or due to limited openings. Future opportunity for continued career growth provides for quality of work life and motivation for expanding one's capabilities, and qualifications. Clear career paths help teachers to see opportunities within their educational organization.

- ***Work Feedback and Knowledge of Results:*** Adequate feedback that a teacher receives from different sections such as administrator, supervisor, principal, colleagues, parents and the students work as a motivating factor. It increases work motivation and encourages teachers. This motivation enhances performance, thus resulting in both a more humanized and dynamic work. Negative effects such as turnover, absences, grievances and idle time also tend to be reduced. Thus both the teacher and society benefit. The teacher performs better, experiences greater job satisfaction and becomes more self-actualized, thus being able to perform all tasks more effectively.

- ***Work Authority:*** Teachers need to know that they have individual choice over significant components of their work and that they can use personal knowledge and skills to best accomplish professional tasks. Teaching being highly creative, the teachers need freedom to try out innovative methods of teaching and adequate opportunity for expressing their ideas and talents to provide for variety and novelty in teaching learning process. Lack of flexibility may make teaching monotonous and affect the quality of teaching.

- ***Recognition of Contributions:*** Teachers who feel appreciated are more positive about themselves and their ability to contribute. Teachers with

positive self-esteem are potentially best in their work place. Participative management, awarding, rewarding systems, congratulating the teachers for their achievement, job enrichment, offering prestigious designations to the job, providing well furnished and decent work place, offering membership to associations are some means of providing recognition to teacher's work.

In addition to these indicators QWL is viewed as a wide ranging concept which includes adequate and fair compensation, workers' rights, recognition for achievement, meaningfulness and significance of work, workload / pressures and work, autonomy and control, enjoyment of work, creativity and innovation.

Quality of work life of teachers is influenced bya number of factors like:

- ***Attitude:*** A teacher entrusted with the task of teaching has to possess a favorable attitude towards acquiring sufficient knowledge, required skill and expertise, experience, enthusiasm, willingness, involvement, inter personal relations, adaptability, openness for innovative ideas, competitiveness, zeal, leadership qualities and team spirit.
- ***Environment:*** Teaching job requires a teacher to work in an environment which involves students with diverse abilities, performance, behavioral pattern and level of understanding. Teachers require to work with low performing students and slow learners. The teacher's alertness, presence of mind, high level of patience, tactfulness, empathy and compassion and control over emotions add up the quality of their work life.
- ***Opportunities:*** Opportunities offering scope for further learning, research, self-development, skill enhancement, room for innovation, public recognition, exploration, and fame are valued and are rewarding.

A conducive climate at the work place also contributes significantly to a better quality of work life.

1.1.3. Strategies for Improvement of Quality of Work Life

Quality of Work Life can be improved by adoption of various strategies by the organization and the individual teachers. The strategies for improvement in quality of work life include self managed work teams, job redesign and enrichment, effective leadership and supervisory behavior, career development, job security, administrative organizational justice.

1. ***Self managed work teams:*** These are also called autonomous work groups or integrated work groups or integrated work teams. These work teams could be formed with four to five teachers who plan, co-ordinate and control the activities of the team with the help of a team leader who is one among them. Each team performs all activities including selecting their members. Each team has the authority to make decisions and regulate the activities. The group as a whole is accountable for the success or failure. Salaries are fixed both on the basis of individual and group achievement.

2. ***Job redesign and enrichment:*** Narrow jobs can be combined into larger units of accomplishment. Jobs are redesigned with a view to enriching them to satisfy higher order human needs. It also must recognize that teachers need to be involved in designing the educational organizations they work in and that the design may have to take into account the teacher's capacity to act in a certain way at a specific point in time. No design will last forever; the process of redesign will need to take into account new educational technologies and growing individual capacities. Since Quality of work life designs are based on the teacher's ability to make judgments about what is desirable in the workplace. Hence heads and teachers must maintain an open communication about the way the workplace is designed and managed. Discussions can focus on improving job security, safety, and other work conditions. The development of

teaching profession and educational organizations enable teachers to develop their abilities and fulfill their needs in the schools.

3. ***Effective leadership and supervisory behavior****:* Effective leadership and supervisory behaviour of the heads of the institutions take a significant space in the professional growth of teachers. It is not only their responsibility to lead teachers, it is also important for supervisors to serve as mentors and coaches in an effort to enhance teacher performance and development. As a mentor, supervisors are looked upon as role models who are responsible for guiding teachers toward the achievement of their professional goals. Mentors or heads of institutions in most cases display more experience, skills, or knowledge than teachers that they are attempting to mentor. They should be responsible for teaching and directing teachers through encouragement and advice to enhance QWL.

4. ***Career development:*** Provision for career planning and counselling provides future opportunity for continued growth by expanding the teacher's capabilities, skills and qualities.

5. ***Job security:*** Teachers need to be free from fear and anxiety about safety at work place, income and stability in employment. Since this tops the teacher's list of priorities, it should be adequately taken care of in order to improve the QWL of teachers.

6. ***Administrative or Organizational justice:*** The principles of justice, fairness and equity should be taken care of in disciplinary procedures, grievance procedures, promotions, transfers, work assignments and provision of leave to ensure high QWL of teachers.

Klot, Mundick and Schuster suggested the following eleven major qualities of work life issues that act as strategies for enhancing QWL of teachers:

1. ***Pay and stability of employment:*** Good pay dominates most of the other factors in teacher satisfaction. Stability to a greater extent is to be provided

for enhancing the facilities for human resource development and hence QWL of teachers

2. ***Reducing Occupational Stress:*** Stress is a condition of strain on ones emotions, thought processes and physical condition. Stress is caused due to irritability, hyper excitation or depression, unstable behavior and fatigue. Occupational Stress is determined by the nature of work, working conditions, working hours, pause in the work schedule, individual abilities and nature and their match with the job requirements. Stress adversely affects teacher's productivity. Causes of occupational stress need to be identified, prevented and tackled.

3. ***Organizational Health programs:*** Organizational health programs aim at teacher's health problems means of maintaining and improving of their health. Effective implementation of these programs result in reduction in absenteeism, hospitalization, disability, and these results in excessive job yield. Organizational health programs should also cover relaxation techniques, physical exercise & diet control.

4. ***Alternative work schedule:*** Alternative work schedule including work from home, flexible working hours, and reduced work, may be introduced for the convenience and comfort of the teachers. The work schedule which offers flexible hours of work is preferred by the teachers.

5. ***Participative educational management and control of work:*** Teachers believe that teacher's participation in educational management and decision making improves quality of work life. Teachers feel that they have control over self, use their skills and make a real contribution to the job if they are allowed to participate in creative and decision making process of the educational management.

6. ***Recognition:*** Participative management, awarding the rewarding systems, congratulating the teachers for their achievement, job enrichment, offering

prestigious designations to the job, providing well furnished and decent work place, offering membership to associations, providing vehicles, offering vacation trips are some means to recognize the teachers. Recognizing the teachers as a human being and as a teacher increases the quality of work life.

7. ***Congenial relationship:*** Harmonious relationship between the higher officials and teachers gives teachers a sense of social association and belongingness which in turn leads to better quality of work life.

8. ***Grievance procedure:*** Teachers have a sense of fair treatment when the school gives them the opportunity to ventilate their grievances and represent their case rather than setting the problems arbitrarily.

9. ***Adequacy of resources:*** Resources in the organisation should match with the stated objectives. This would ensure that the teachers will be able to attain the set objectives which results in teacher's satisfaction and higher quality of work life.

10. ***Seniority and Merit in promotions:*** Seniority and Merit are generally taken as the basis for promotion in case of teachers and for advancement for managerial personnel. Seniority cum-merit is preferred for promotion of teachers. Fair and just promotional policies and activities ensure higher quality of work life of teachers.

11. ***Employment on permanent basis:*** Employment of teachers on casual, temporary, probationary basis gives them a sense of insecurity. On the other hand, employment on permanent basis gives them a secure feeling and leads to higher quality of work life.

Implementation of these strategies ensures higher level of quality of work life of teachers that in turn enhances their performance in terms of physical output and also a change in behavior of teachers. They tend to help and cooperate with their colleagues in solving job related problems, accept orders with enthusiasm,

promote a positive team spirit and accept temporary unfavorable work conditions without complaints.

High quality of work life for members of the institution does not happen at the expense of the productivity and effectiveness of the institution. The factors leading to a poor quality of work life for the teachers of an institution are precisely the same factors that account for the declining productivity and effectiveness of many modern educational organizations.

Human Resource Management has specific issues in quality of work life besides normal salaries, fringe benefits etc, and should take lead in providing them so as to maintain higher order quality of work life.

1.1.4 Measurement of Quality of Work Life

Attempts have been made to operationally define the concept of Quality of work life so that its measurement is possible.

According to the definition of QWL presented by Boisvert (1977),

“QWL is a set of beneficial consequences of working life for the individual, the organization and society.”

This definition considers Seashore's (1975) observations concerning role efficiency. The first part of the definition - "a set of beneficial consequences of working life" - does not suggest either an underlying construct or an approach based on operational measures.

The definition of Carlson (1980) takes the organizational point of view and emphasizes the dynamism of QWL. It is described as a process experiencing constant change.

Nadler and Lawler (1983), define it as," away of thinking." They integrate the three QWL constituents, its main weakness lies in attempting to define a complex subjective construct by means of an equally complex and subjective

notion, i.e. way of thinking. Indeed, "way of thinking" is a construct just as difficult to operationalize as QWL.

Sirgy et al. (2001) published a validation of a QWL questionnaire based on a definition that returns to the concept of satisfaction as an underlying theoretical model. They opine that, even after 30 years after the concept first appeared, QWL was still being defined in terms of satisfaction.

As Nadler and Lawler (1983) point out, the difficulty of defining QWL. This represents a sizable obstacle to the further development of research in this field. Work on QWL faces the difficulty of creating a link between the state of theoretical knowledge of QWL and its application in research.

Lawler (1975) opines that measuring QWL must concentrate on four characteristics:

1. Validity: Measure the important aspects of QWL
2. Possess sufficient face validity
3. Objectivity and consequently, verifiability: non-manipulating
4. Discriminating ability: individual differences within the same work environment.

Contrary to Lawler (1975), Seashore (1975) deplored the fact that the paradigm generally used until then to define QWL was based on the claim that the feeling of satisfaction or dissatisfaction determines the level of QWL. Seashore observed that objective and stable work conditions explained 40% of the variance in workers' satisfaction and consequently a proportion of such behaviors as absenteeism, illness or other unproductive reactions. Another 50% were explicable by less stable individual differences related to workers' demographic situation and personality.

Due to the dynamic and unstable nature of human satisfaction, the tool to measure QWL must account not only the past but also the future consequences of current work conditions. Seashore (1975) added that job satisfaction is a

constructionist sociable form of QWL both in research and in theory and that it must be considered as a cause and not a consequence of QWL. These observations lead him to suggest a new paradigm to define QWL, "effectiveness in work roles." Three separate aspects of the working world must be considered: those related to

1. The employer,
2. The employee and
3. The community.

From the employer's point of view, QWL is reflected in terms of performance: productivity, production cost, and product quality.

For the employee, aspects such as income, safety, and the intrinsic satisfaction created by work is considered.

From the community's perspective, QWL is one of the results of "effectiveness of job roles". For example, to what extent are the talents and competencies of a teacher is used. In Seashore's opinion, the underuse of such capacities results in a net loss for society.

Sheppard (1975) identifies the methodological issues that present an obstacle to the measurement of QWL. He denounces the use of batteries of tests, which he considers useless for measuring a concept as subjective as QWL.

Trist and Westley's (1981) criticised the validity of the QWL measurement with respect to two issues: (1) the use of the concept of satisfaction as a criterion for measuring QWL and, (2)the problem related to the measurement of such a dynamic construct. Like Lawler (1975) and Sheppard (1975), Trist and Westley (1981) note that the construct of satisfaction is used for measuring QWL. The definitions of satisfaction show that it corresponds to a psychological state resulting from the difference between the situation in which a person finds himself or herself and the situation in which that person wishes to be (Boisvert, 1981; Locke, 1976; Quilty et al., 2003). Thus, the way satisfaction is measured, on a continuum, makes it totally inappropriate for measuring dynamic constructs such

as QWL. According to Golembiewski, Billingsley and Yeager (1976), a dynamic construct like QWL is characterized by three kinds of possible changes: (1) "alpha" changes, which correspond to a change in a condition over time; (2) "beta" changes, which correspond to a change in a condition over time, but with a possible change in reference point as well; and (3) "gamma" changes, which correspond to a change in condition over time, with a possible change in reference point and a change in the person's perspective and priorities. According to Trist and Westley (1981), a static construct like satisfaction (which can only measure "alpha" changes) is therefore inappropriate for evaluating a dynamic construct like QWL.

Kiernan and Knutson (1990) emphasized the subjective nature of QWL, just as, Nadler and Lawler (1983) had feared. The theoretical approach has the advantage of taking into account the dynamic nature of QWL.

Though importance of QWL of teachers is obvious, the social and psychological conditions exert a strong influence on the levels of their job stress, and work culture. Quality of work life is apparently related to Teaching Effectiveness and the Teacher Empowerment experienced at work.

1.2 Teaching Effectiveness:

Teaching is the most arduous, complex and important profession in our society. Yet teachers are overworked, underpaid and underappreciated. There is a common bond which unites all teachers, i.e. the desire to help students reach their maximum potentials as human beings. When this goal is achieved, students grow as a result of teaching, all the training and hard work is felt to be worthwhile.

Teaching is an organized set of cognitive acts. Operations of teaching, is both overt and covert, organized logically and meaningfully. It has a configuration, which can be analyzed, reasoned out, described, explained and changed for improvement. These behaviors can be systematically and hierarchically arranged in categories called taxonomy. The effectiveness of

teaching is the competence of a teacher, the attributes of instructional process and the teacher impact on pupil behaviour. The growth of all these dimensions of this broad' and diverse discipline of , teacher education is, like any other discipline, extensive and research savvy, in search of what really contributes to effective teaching.

It is very difficult to define good teaching. This term is so value-laden that what appears to be good teaching by one person may be considered poor teaching by another, because each one values differently on the process of teaching - its techniques, outcomes or methods. One teacher may run the classroom in an organised, highly structured manner, emphasizing the intellectual content of academic discipline, while another may manage it in a less structured environment, allowing the students much more freedom to choose subject matter and activities that interested them personally. It is difficult to agree on what constitutes "good" teaching. "Effective" teaching can be demonstrated in terms of what is really intended as the outcome of teaching? An effective teacher is able to bring about intended learning outcomes, though the nature of learning. Effective teachers may be defined as those who can demonstrate the ability to bring about intended learning outcomes that enable them to achieve the desired results for their students. This refers to the role performance of effective teachers.

Effective teaching culminates inactive, engaged and intelligent learning. It helps students to learn how to do something, provides them with knowledge, and also develops knowledge and understanding. It also guides and facilitates learning, enabling the learner to learn by setting the conditions for learning. Effective teaching consists of those teaching decisions about actions, routines and techniques that increase the decision making capabilities of students. Effective teaching is much more than the intuitive process. Holistic appreciation, active knowledge, teamwork, critical thinking, creative thinking, and problem solving are major outcomes of effective teaching. Teaching which produces maximum learning outcome is termed as effective teaching. It aims to achieve the goals of education. The pupil is considered to be the most relevant reference point for

judging teacher effectiveness. Effectiveness in Teaching could be achieved with the help of skillful and efficient teachers implementing a well planned curriculum.

Ryans (1960), puts it in this way: "Teaching can be effective to the extent the teacher acts in ways that are favorable to the development of basic skills, understanding, work habits, desirable attitude, value judgment and adequate personal adjustment of the pupils". A teacher's role may vary according to the characteristics of pupils, grade level, and the field of learning, that is, of the subject matter. According to Ryans (1960) effective teaching should be relative to three major sets of conditions:

i) The social or cultural group in which the teacher operates, involves social values which frequently differ from person to person, community to community, culture to culture and time to time;
ii) The grade level and subject matter taught; and
iii) Intellectual and personal characteristics of the pupils taught.

The achievement of the objectives of an educational programme to a large extent is dependent on quality of its teachers available to implement it. A school with excellent material resources like equipments buildings, library and other facilities along with the curricula appropriately adopted to suit the community needs, is of least use without a responsible and effective teachers. The problem of identification of effective teacher is therefore of prime importance of realizing desirable educational goals. An effective teacher may be understood as one who helps in development of basic skills, understandings, proper work habits, desirable attitudes, value judgment and adequate personal adjustment of the students. An effective teacher is one who has achievement motivated personality with strong commitment and rich teaching experience. He/she is expected to have motivation to teach, empathy towards children, and good records of student teaching.

Effective teaching helps children recognize, expand and act upon their purposes. Effective teachers create their own methods according to the diverse abilities and needs of their students. The effectiveness of teaching is to be assessed not so much in terms of the syllabus covered, nor examination scores, or in terms of what insights, appreciations and attitudes it helps to cultivate in the learner, but in terms of, how far it affects the thought, life and personality of the pupils. Effective teaching is associated with a series of tasks related to planning learning experiences for children, choosing instructional materials, gathering supplies, instructing, evaluating, having parent conferences and participating in staff meetings and professional associations. A theory of effective teaching is prescriptive as it sets forth rules concerning the most effective ways of helping learners to achieve knowledge and skills. Effective teaching is mainly concerned with how best to bring about the desired pupil learning by some educational activity. Earlier in the 1960's, research on effective teaching was largely dominated by attempts to identify attributes of teachers, such as personality traits, sex, age, knowledge and training which have a bearing on their effectiveness.

1.2.1 Concept and Definitions of Teaching Effectiveness:

The term "teaching effectiveness" was much discussed in the 80s and early 90s.

According to Ryan (1969),

"An effective teacher may be understood as one who helps in development of basic skills, understanding, proper work habits, desirable attitude, value judgment and adequate personality adjustment of the students".

Olatoye (2006) defines,

"Teaching Effectiveness is the extent that student's performance improves after a period of instruction in a manner consistent with the goals of instruction".

Omoniyi (2005) states,

"Effective teaching is those activities which bring about the most productive and beneficial learning experience for students and promotes their development as learners".

Ogunyemi (2000) argued that,

"Effective teaching goes beyond just imparting knowledge but it is a purposeful activity carried out by someone with a specialized knowledge in a skilful way to enhance the cognitive, affective and psychomotor development of a person or group of persons".

J. A. Centra (1993) emphasizes on cognitive theory approach to define Teaching Effectiveness. According to him,

"Effective Teaching is demonstrated when instructors use classroom procedures that are compatible with a student's cognitive characteristics, can organize and present information to promote problem solving and original thinking on issues, and can show that students are able to become more productive thinkers and problem solvers" .

Palmer (1998) defined Teaching Effectiveness in a different angle. According to him, "Reduce teaching to intellect and it becomes a cold abstraction; reduce it to emotions, and it becomes narcissistic; reduce it to the spiritual, and it loses its anchor to the world. … Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher".

According to **Stringer and Irwin** (1998),

"Teaching Effectiveness could be figured out through the extent that students' performance improves after a period of instruction, in a manner consistent with the objectives of the instruction and in accordance with prior set goal(s)".

Teaching effectiveness is important because effective teaching helps student learning. Effective teaching does not occur by chance. Effective teachers have become good at what they do because they evaluate their practice. James suggests that “educational evaluation is a professional responsibility for academic staff, arising from a commitment to understanding the effects of teaching on students and to enhance student learning.” There are numerous ways of evaluating teaching or monitoring its effectiveness.

Beck (2005) identifies "twelve potential sources of evidence of teaching effectiveness." These include:

- Student ratings (such as Student Evaluations of Teaching);
- Peer reviews;
- Self-reviews;
- Videos of practice;
- Interviews with student;
- Alumni, employer and administrator ratings;
- Teaching awards and scholarship;
- Learning outcome measures; and
- Maintenance of teaching portfolios.

These provide a diverse range of measures of teaching effectiveness. Institutions, departments and schools encourage a broad range of sources to evidence good teaching practice.

1.2.2 Dimensions of Teaching Effectiveness:

Teaching Effectiveness is the collections of characteristics, competencies and behaviors of teacher’s at all educational levels that enable students to reach desired outcomes. In the present study the researcher used the term Teaching Effectiveness to mean that the effectiveness of teaching delivered by the Teachers in the following dimensions-

(i) **Socio-emotional climate:** An effective classroom creates a task oriented atmosphere in which the social and emotional wants of the students are met by establishing mutual respect and good rapport. Development of favorable attitudes in the class room depends on the ability of the teacher to satisfy the social and psychological needs of the students. This may be carried out by the teacher in such activities as listening to the learners, responding to their suggestions, accepting their feelings, involving them in teaching and learning processes and encouraging their efforts. This in turn will create a warm, supportive and positive emotional environment in the classroom. Such a environment enhances emotional security, encourage students to contribute constructively to the lesson and leads to a high standard of achievement. Some of the components of human relationships which exist in a classroom are open channels of communication, participatory decision making, integrity, friendliness, student leadership, flexibility of syllabus, feeling in groups etc.

Teachers concerned with students' emotional, social and academic needs have been found to encourage more student involvement in lessons. A very important aspect of the socio-emotional classroom environment derives from the choice of words a teacher uses in his or her communication with students. Another important component of classroom environment is the enthusiasm shown by the teacher. Teachers who enjoy teaching their subject, and teach with enthusiasm are more likely to motivate their students. A positive relationship exists between teacher enthusiasm and student involvement during lessons.

Teachers and students give character to an institution. They interact formally as well as informally to shape the web of social relationships that support and enhance learning. Teacher's attentiveness to the intellectual, social, emotional and physical environments creates a classroom environment conducive to student engagement with the content and skills of the discipline. In terms of the intellectual environment, teachers provide content in an organized manner and give students motivating and

challenging practice so that they are able to do authentic tasks. From the emotional aspect of classroom environment, teachers create an encouraging atmosphere where students feel safe taking risks, receive support when learning..

(ii) **Competency:** Teaching competence refers to the application of different teaching skills during the process of teaching. A competent teacher applies all the teaching skills, understands the level and nature of students and alters teaching accordingly. Teaching competence involves the utilization of the different teaching skills. Some of the teaching skills are questioning, stimulus variation, instruction, explanation, reinforcement. Teaching competencies are explicit, demonstrable and perceptible attributes required for teaching professionals to produce a learner friendly and convincing learning environment. The vast extension in roles and responsibilities demand that a teacher displays high order of professionalism in every task and she performs inside and outside the classroom. Though training and experience yield teachers with proficiency it is impossible for a single teacher to apprise with all competencies in perfect amalgamation. A competent teacher has clear vision of the set of objectives, is temperamental, and cordial. A teacher needs meticulous execution of whatever is planned and needs to manage affairs effectively inside and outside the classroom. A teacher's presentation of subject matter must strive for the responsiveness and attention of students and must be capable of motivating every student.

Effective teaching includes the following teacher competencies:

1. **Knowledge of Students and Their Development**
   - Understands and appreciates diversity
   - Forms constructive relationships with students
   - Connects students' prior learning, life experiences and interests with learning goals
   - Uses a variety of instructional strategies and resources to respond to students' diverse needs

- Facilitates learning experiences that promote autonomy, interaction and choice
- Engages students in problem solving, critical thinking and other activities that make subject matter meaningful

2. **Creates an Effective Learning Environment**
   - Establishes a climate that promotes fairness and students
   - Establishes a collaborative learning environment
   - Creates a physical environment that engages all students
   - Plans and implements classroom procedures and routines that support student learning
   - Uses instructional time effectively

3. **Understands Subject Matter**
   - Demonstrates knowledge of subject matter content and skills
   - Interrelates ideas and information within and across subject matter areas
   - Uses instructional strategies that are appropriate to the subject matter
   - Uses materials, resources and technologies to provide meaningful learning

4. **Plans and Designs Appropriate Learning Experiences**
   - Establishes goals for student learning
   - Develops and sequences instructional activities for student learning
   - Modifies instructional plans to meet the needs of all students
   - Uses resources to meet the needs of student

5. **Uses On-going Assessment to Monitor Student Learning**
   - Communicates learning goals to students
   - Collects and uses multiple sources of information to assess learning
   - Assists students in assessing their own learning
   - Maintains up-to-date records a analyzes data

- Communicates with students and families about student progress

6. **Develops Professional Practice**
   - Reflects on teaching practice to extend knowledge and skills
   - Establishes goals for professional development
   - Meets the responsibilities of a professional educator
   - Works with families in supporting student learning
   - Maintains positive relationships with other professionals
   - Works with colleagues to improve professional practice

Acknowledging the importance of affective factors in teaching competency, Airasian (1974) was of the opinion that, 'A competent teacher must have a knowledge of child development, of the material to be taught and suitable methods, his skill must enable him to teach, advise and guide his pupils, community and culture with which he is involved his attitudes should be positive without being aggressive so that his example is likely to be followed as he transmit explicitly and implicitly his values'. International encyclopedia of teaching and teacher education even have given a great emphasis on affective competency of the entire spectrum of teaching competency. The affective competencies focus primarily on teacher feelings, self-awareness and awareness of other-self as well as inter- personal relationships which in turn help teachers and student teachers to effectively organize their teaching strategies considering the learner's learning needs and emotional needs.

(iii) Communication: Communication skills involve listening and speaking as well as reading and writing. For effective teaching a teacher need to be highly skilled in all these areas. Teacher with good communication always make the things easier and understandable (Freddie Silver). Effective communication skills are really important for a teacher in transmitting of education, classroom management and interaction with students in the class. Teacher has to teach the students having different thinking approaches. To teach in accordance with the ability and capability of the students a teacher

need to adopt such skills of communication which motivate the students toward their learning process.

Good communication skills of teacher are the basic need of academic success of students and professional success. Teacher communicates more instructions orally in classroom to students. Good communication is considered to be a strong component for effectiveness i.e. teaching.

(iv) **Systematic behaviour:** Successful teachers define, teach, re-teach and model the expected behaviors. They provide regular opportunities for students to practice the expected behaviors in the settings in which they will be used. They also actively supervise students, promote the expected behaviour, prevent and correct inappropriate behaviour and acknowledge positive behaviour continuously. Great teachers differentiate behaviour support practices and strategies, based on data related to student progress and responsiveness, to teach appropriate behaviour and social and emotional skills. Teacher interventions aim to increase student functioning and self-regulation in school and beyond.

(v) **Classroom Management:** Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. Classroom management is one among the most important components of teaching. Dearth of effective classroom management will amount to reduced learning among students in the classroom. It also amounts to discontent and strain among the teachers, which may in due course lead to individuals forming an unfavorable attitude towards the profession. Classroom management creates a set of expectations used in an organized classroom environment. Effective classroom management paves the way for the teacher to engage the students in effective teaching and learning.

(vi) **Clarity:** Clarity has strong ties to student learning, considered an effective educational practice for promoting student engagement. Clarity is one of the main effective teaching dimensions (Feldman, 1997). A review of research

on teacher clarity found that: a number of teacher behaviors facilitate learning (e.g., enthusiasm, variability, task orientation), and that clarity of explanation may be the requisite of effective teaching (Cruickshank & Kennedy, 1986). On the other hand, unclear teachers confuse students and force them to invest extra time and effort in learning from sources other than the teacher.

(vii) Structure of class and learning materials: The classroom should be structured in such a way as to allow the teacher to address the academic, social, and emotional needs of his or her students. Learning materials can also add important structure to lesson planning and the delivery of instruction. Learning materials act as a guide for both the teacher and student. They can provide a valuable routine. Teacher planning indicates such aspects of teaching that would frame a course of action. This activity is typically done behind the scene, before the actual teaching and in the absence of students. Teacher plans are the 'scripts' that include the selection of content for a class and the strategies to be adopted to teach the selected content. It involves decisions on what to teach, and also deciding on other supplementary activities that would be a 'bridge' or a 'gap-filling exercise". Cognitive abilities are prominently required to perform these tasks that are involved in planning.

(viii) Warmth: Warmth and affection are aspects of positive teacher student relationships that are significant for children's well-being in education settings. Expressions of warmth and affection occur as teachers protect, guide, communicate, teach, and play with children. They help set the tone for all of the interactions, can reassure and comfort children, and may help them to relax.

Teachers who are warm and affectionate show children that they like them, enjoy being with them, have fun with them, and are pleased with their efforts and accomplishments. Expressions of warmth and affection are most effective in the context of an ongoing positive relationship and also contribute to making that relationship positive and authentic.

(ix) **Enthusiasm:** Teacher enthusiasm can lead to positive attitudes toward teachers among students, better student performance, and improved classroom behavior. An enthusiastic teacher can be described as energetic, one who enjoys teaching, conveys a love of the field, and has a feeling of self-confidence. Engaging students in the learning process can be a challenge, but demonstrating a high level of knowledge and enthusiasm can increase student learning. Professional development is important and Life-long learning will keep the teacher motivated and will help to gain the confidence to overcome any obstacles in the classroom.

(x) **Opportunity to learn:** Opportunity to learn refers to inputs and processes within a school context necessary for producing student achievement of intended outcomes. Teacher learning is a continuous process that promotes teachers' teaching skills, mastery of new knowledge, proficiency, which in turn helps to improve students' learning. Professional development training can help teachers to become better at planning, organizing and evaluating. This makes teachers more efficient by focusing on students. Professional development opportunities enable educators to develop the knowledge and skills they need to address the challenges of teaching and learning.

1.2.3 Principles of Effective Teaching:

The following are the principles of effective teaching:

- Maintaining active engagement and sustained focus on the content, largely through good organization and management.
- Using tasks and questions that are sufficiently clear and easy for brisk pace to be maintained, yet with high success rates.
- Providing frequent opportunities for reading and responding to questions followed by clear feedback about correctness.
- Mastering skills to an over learning level

- Closely monitoring progress and providing whatever instruction is required for learning.

1.2.4 Aspects of Effective Teaching:

The following are the aspects of effective teaching:

- having a positive attitude
- the development of psychological climate in the classroom
- having high expectations of what pupils can achieve
- lesson clarity
- effective time management
- strong lesson structuring
- the use of a variety of teaching methods
- using and incorporating pupil ideas
- Using appropriate and varied questioning.

1.2.5 Measures to make teaching more effective

The following measures contribute to effective teaching:

- To make use of proper instructional materials like audiovisual aids, books etc.
- To use suitable teaching methods like conducting small group
- activities, peer tutoring and cooperative teaching, brain storming,
- active participation of students.
- To develop own instructional materials.
- To be democratic as well as assertive.
- To create an open organizational climate.
- To make use of library regularly.
- To adjust teaching to suit the classroom factors.
- To be receptive to new ideas and practices.
- To develop healthy attitudes towards profession.
- To be realistic in ambitions and aspirations.

- ❖ To maintain good interpersonal relationship.
- ❖ To avoid acting out of emotions.
- ❖ To help students to resolve their problems.
- ❖ To experiment new methods of teaching.
- ❖ To cultivate intellectual capabilities.
- ❖ To involve in academic and professional discussion and programme.
- ❖ To improve study habits related to profession.
- ❖ To improve educational and professional qualifications.
- ❖ To develop liking for students.
- ❖ To understand the student's misconceptions of what one is teaching.
- ❖ To perform action research on own teaching problems.

Teachers should continue to develop their knowledge, skills, understanding, interest necessary for acquiring mastery over the subject in a particular area and competence of transmitting the same to the students.. Their preparation is actually continuous, multi-dimensional and multi-faceted. Like all other professionals, the profession of teachers is also placing new demands on their competencies, which they shall be able to meet only if they continue to update and upgrade their skills in tune with advancement in the content and pedagogy of their disciplines. A teacher has to play different roles of significance, discharging multiple functions and perform a variety of skillful tasks. In contemporary context, the role of teacher has expanded from transmitter of knowledge to reflective practitioner, action researcher, classroom manager, curriculum developer, life-long learner and community partner etc. Teacher's professional competence and commitment determine the quality of education to a great extent.

1.2.6 Factors contributing to Teaching Effectiveness:

Oyekan (2000) investigated the attributes of Teaching Effectiveness in secondary school teachers. Findings revealed that Teaching Effectiveness in classroom practices include; Broad based knowledge of the subject matter, effective use of chalkboard, good language and communication skills; well organized learning environment; formulation of clear objective. According to

Ferdinand (2007) effective teaching entails a clearly formulated objective illustrated instruction and effective evaluation technique.

Nonis and Hudson (2004) stated five important dimensions of students' perceptions of Teaching Effectiveness which include rapport, classroom interaction, enthusiasm, clarity and learning. ***Berk (2005)*** derived twelve strategies to measure effective teaching which include student ratings, pear ratings, alumni ratings, employer ratings, administrator ratings, self evaluation, student interviews, videos of practice, teaching scholarship, teaching awards, learning outcome measures and teaching portfolios.

On the basis of study conducted by eminent scholar ***Paul Ramsden, Maryellen Weimer (2009)*** identified six important strategies which make teaching effective. These are: interest and explanation, concern and respect for students and student learning, appropriate assessment and feedback, clear goals and intellectual challenge, independence, control and active engagement, and learning from students.

According to ***Marsh (1987)*** and ***Ramsden (1991,)*** teaching effectiveness depends "on some teacher related characteristics such as empathy, facilitation, personal attention, teacher support, student involvement, negative effect, enthusiasm and rapport and interaction as more conducive to teaching effectiveness". On the other side ***Harrison et al. (2004)*** have emphasized on teacher's academic competence, communication competence, professional maturity, presentation, and organization and clarity as indicative of teaching effectiveness. ***Ansari & Ansari (2000)*** have indicated that, the delivery of information, meaningful interaction, feedback and fair treatment etc. are the most responsible factors in Teaching Effectiveness. They suggested that Teaching Effectiveness is a multi-trait and multi-dimensional phenomenon in which many characteristics of the instructor are involved.

In this connection, ***Els Heijnen-Maathuis (2003)*** said that, the Classroom Management is an integral part of Effective Teaching, as it helps to prevent behavior problems through improved planning, organizing and managing of classroom activities, better presentation of instructional material and better

teacher-student interaction, aiming at maximizing students‟ involvement and cooperation in learning. ***Eble (1971)*** pointed out that there are five components of effective teaching as perceived by the students. They include: analytic/synthetic approach, good organization, teacher-group interaction, teacher-individual students interaction and dynamism/enthusiasm. ***Smith and Cranton (1992)*** contributed a checklist for good teaching which includes test prerequisite skills, feedback to the teacher, adaptation to individual differences, provision of feedback to students, flexibility, promotion of active student learning, motivation of students and clarity and good organization.

Charlotte Danielson's (1996) book, *Enhancing Professional Practice: A Framework for Teaching*, outlines measures relating to effective teaching organized into four domains: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities. Each of them possess several observable teacher behaviors.

Robert Marzano's (2007) model of Teaching Effectiveness, *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*, articulates his framework in the form of 10 questions that represent a logical planning sequence for successful instructional design including: establishing learning goals, students interaction with new knowledge, student practice to deepen understanding, engaging students, effective classroom management, effective student teacher relationships, communicating high expectation for students, and effective, standards-based, formative and summative assessment practices which use multiple measures of students' proficiency.

Colker (2008) reported that teachers claimed there were four characteristics of an effective teacher which include: a sound knowledge of subject matter, personal interest in each student, caring, loving , warm atmosphere and finally enthusiasm with students. ***Colker (2008)*** also identified the twelve characteristics of teachers that children believe are integral factors to effective teaching. These are passion, perseverance willingness to take risks, pragmatism, patience, flexibility, respect creativity, authenticity, love of learning, high energy and sense of humour.

Check (2006)in his study, found the following traits to be essential for effective teaching: proper dress and grooming, extensive use of examples, employment of humor, effective communication in teaching, valid testing techniques and availability for extra help. ***Simon and Boyer (2010)*** have identified some important factors or variables that affect Teaching Effectiveness as well as students‟ achievement to a great extent. They categorized them into four broad dimensions or variables:

- **Teacher related Variables:**
  - Qualification
  - Teaching Experience
  - Motivation/Dedication
- **Student related Variables**
  - Motivation
  - Entry Behaviour/Previous Knowledge
  - Genetic Composition
- **Environment/Family related Variables**
  - Socio-Cultural Backgrounds of Students
  - Level and the Type of Education of Parents/Guardians/ Siblings
  - Interpersonal Relationship among Family Members
- **School/Institution related Variables**
  - Quality and Quantity of Teaching Staff
  - Remunerations of Teachers
  - Working Conditions of Teachers
  - Facilities such as Instructional Materials, Well-Equipped Libraries and Laboratories.

Effective teachers feel more empowered and hence also exhibit effective and high Quality in work. It has been noticed that teacher empowerment has changed drastically in the recent years. The best practices in educational set up reflect the increasing Teacher empowerment. Empowered teachers form a significant factor

in the success of the schools and organizations where people work toward a single goal.

1.3 Teacher Empowerment:

Teacher empowerment has both intrinsic and instrumental value for educators and students. The most serious impediment to positive change in teaching is not the limited ability of teachers, but, rather, the failure of the system to truly empower them in a rapidly changing environment.

1.3.1 Meaning and Concept of Empowerment:

The term empowerment takes different meanings in different socio-cultural and political and economic contexts. Terms like self-strength, control, self-power, self-reliance, own choice, life of dignity in accordance with one's values, capable of fighting for one's rights, independence, own decision making, being free, awakening, and capability reflect upon the meaning of the term empowerment.

Empowerment at the individual level, is the expansion of freedom of choice and action, increase in one's authority and control over the resources and decisions that affect one's life. As individuals exercise their choice, they achieve increased control.

The first definition of the word empowerment refers back to 1788 in which it is considered as delegation in role of their organization and authority granted to a person. Grew (1971) refers to common definition of empowerment that includes delegation of legislation power, delegation of authority, mission and sector power. In particular this term was introduced in 1980 in the field of management and was a response to promote Taylorism approach for job design.

Empowerment helps to create autonomy for employees, allows the sharing of responsibility and power at all levels, builds employee self-esteem and energizes the work force for better performance. At the individual level the personal factors that facilitate empowerment are: challenging jobs, enthusiasm, competence, maturity, and self-esteem. Most of these factors play a catalytic role

in promoting employee empowerment and involvement can be enhanced through training.

Empowerment is broadly defined as control over material assets, intellectual resources and ideology. The process of challenging existing power relations, and of gaining greater control over the sources of power, may be termed as empowerment. This broad definition is defined by feminist scholars and activists within the context of their own regions (Batliwala 1995).

The literature on empowerment is based primarily on the empowerment theory and case examples of empowerment practice. As Srilatha Batiwalal observed, "In grassroots porgrammes and policy debates, empowerment has virtually replaced terms such as welfare, upliftment, community participation, and poverty alleviation to describe the goal of development and intervention".

The term 'empowerment' captures the sense of gaining control, of participating and of decision making. According to Pillai (1995), "Empowerment" is an active, multidimensional process which enables women to realize their full identity and powers in all spheres of life.

Empowerment is a process and is not, therefore, something that can be given to people. The process of empowerment is both individual and collective, since it is through involvement in groups that people most often begin to develop their awareness and the ability to organize, to take action and bring about a change. Empowerment is seen as a continuation of interrelated and mutually reinforcing components:

i. Awareness building about individual's situation, discrimination, and rights and opportunities as a step towards equality.
ii. Capacity building and skills development, ability to plan, make decisions, organize, manage and carry out activities, to deal with people and institutions.

iii. Participation and greater control and decision-making power in the home, community and society.

iv. Action to bring about greater equality

Dodd and Gutierrz (1990) opine that understanding the term, ‘power; is essential before empowering practice is discussed. Power is not a commodity to be transacted; nor can it be given away. "Power has to be acquired and once acquired; it needs to be exercised, sustained and preserved". Power is usually defined in two ways: as (1) the ability to get what one wants and (2) the ability to influence others to think, feel, act and / or believe in ways that further one's interest (Parenti 1978). This concept is reflected in two kinds of power — personal and social power. A third kind of power political power depends not only on who influences whom. Personal power is based on Bandura's (1981) concept of perceived self-efficacy. Personally powerful individuals actively get engaged and know how to get what they want and how to influence others in ways that further their own interests. Social power emanates from the social resources that individuals bring to relationship. French and Raven (1959) describe five bases of social power such as reward, coercive, legitimate, referent and expel power. These sources of power are derived respectively from (1) One's ability to provide rewards or remove punishments, (2) one's ability to impose punishment, (3) one's normative, role-oriented values, (4) one's degree of conformity in identifying with others, and (5) one's degree of credibility or informational influence.

Power refers to an empowered individual havingcontrol, having a say and being listened to; being able to influence social choices and decisions, being organized and respected as equal human beings with a contribution to make. It means being able to make a contribution at all levels of society. Power also means having one's contribution recognized and valued. According to Zippy (1995), empowerment represents a means for accomplishing community development tasks. It involves two key elements viz., giving community members the authority to make decisions and choices and facilitating the development of the knowledge and resources necessary to exercise these choices.

Empowerment is often described as building "community capacity" which involves enhancing the aptitude of community groups to procure and manage social and economic resources (Mayer. 1984), implies a focus on developing the resources and skills necessary for individuals and communities to exert authority and power.

Bandura (1986), empowerment is the process through which individuals gain efficiency, and is defined as the degree to which an individual perceives that he or she controls his or her environment.

According to Bogler and Nir (2012), "empowerment suggests real changes in one's professional expertise, rising autonomy, and involvement in decision making processes."

In this regard, Crum, Sherman and Myran (2009) emphasises that rising demands for student success have changed the role of administrators regarding teacher empowerment. Bogler and Nir (2012) claim that empowering teachers and building a supportive environment at a school is believed to be a feasible solution to educational problems. Therefore, teacher empowerment, in this context is drawing a lot of attention.

1.3.3 Concept of Teacher Empowerment:

Teacher Empowerment means to equip a teacher for conceptual and practical teaching where emphasis is given on designing the lecture, content, presentation techniques, creating live practical models, task analysis, methods, motivation for active participation and fun, learners level, sequencing the content, logical and easy presentation and interpretation, students learning style, amount of content to be covered in a lecture, psychological aspects of the student – teacher relationship, the mode of delivery, readiness to teach and learn, techniques, measuring learning level, handling responses and solving queries etc.

1.3.4 Definitions of Teacher Empowerment:

Teacher empowerment results in endowing teachers with the right to participate in the determination of school goals and policies and to exercise professional judgment about what and how to teach. It enables the teachers to judge what and how to teach and developing a harmonious relationship with the environment. Teacher empowerment refers to the power of the teacher to exercise his judgement of what, why, how, when and why to teach. It also insists on developing a harmonious relationship with the environment along with the right to participate in the determination of educational goals and policies and the achievement of educational school goals.

Park (1998) defines teacher empowerment on three dimensions viz.,:

- control over content
- control over methods
- potential effect on school policy.

According to Short (1992),

"Teacher empowerment is a process whereby teachers develop the competence to take charge of their own growth and resolve their own problems."

Irwin (1990) defines teacher empowerment as a point of view or mindset that produces behaviors which result in autonomy for teachers to solve local problems in an unencumbered way.

Teacher empowerment is defined as teacher participation in decision making in multidimensional view. But, teachers may like applying affect in some domains but not in others. Where teachers have no experience, they like to preserve a 'zone of indifference', and assume that such decisions should be made by others. This means that teacher empowerment involves more than just participation in decision making.

Bolin (1989) emphasizes that empowerment is participating in decisions about school goals and practicing these decisions in the educational field.

Kimwarey, Chirure and Omondi (2014) assert that an empowered individual has the skills and knowledge to act or improve in a positive way. Empowered teachers develop their own competence and self-discover their potential and limitations.

Teacher empowerment has correlations to motivation and provides teachers with knowledge about themselves and their colleagues in order to foster student achievement collaboratively (Dee, Henkin, &Duemer, 2002).

According to **Bogler and Somech (2004),** there is a correlation between teacher empowerment and student success. Additionally, Hatcher (2005) proposed that teacher empowerment is the opportunity to exercise teacher leadership by creating a non-hierarchical network of collaborative learning.

Moreover, **Kirby, Wilmperberg and Keaster (1992)** emphasize that teacher empowerment is influenced by teacher quality, their background, personality, and expectations and the implemented programs at a school. Irwin (1991) indicates that empowered educators believe in themselves and their abilities, understand the system, dedicate time and energy to their work and respect others.

According to **Rappoport (1988),** empowerment is a multi-dimensional social process which helps people gain control over their own lives and society. It is social since it occurs in relation to others and it is a process since it is similar to a journey where people develop through it and where individuals gain and exercise power over their own practices and circumstances. When accomplished in the course of time, individuals gain the authority over something and are able to utilize the knowledge gained. Similarly it a transformative process which when well accomplished socio-cultural interactions are enhanced enabling individuals to attain personal and professional objectives. It is a means through which individuals increase power for and expand their capacity to criticize issues they find that may be subjective to them. Empowerment can be said to be a process where an individual self-discovers his/her potential and limitations in an effort to search for better future.

Teacher empowerment in addition to teachers' participation in decision making is also directly related to student achievement. In many studies, teacher empowerment is proved to be related to facilitative administration, making decisions, control and leadership.

1.3.5 Dimensions of Teacher Empowerment:

The different dimensions of teacher empowerment include:

1. **Decision Making:** refers to teachers being involved in making decisions concerning all aspects of the teaching and learning process to include curriculum, textbooks, scheduling, planning, personnel selection, and goal setting. In order for change to occur teachers must become partners in the process. Their involvement must have an impact on final decisions. Allowing teachers to be involved in decision making will result in teachers being responsible for solving problems; and not just identify the problems. Teachers tend to be more committed to ideas/projects when they are involved in the designing and planning process. It relates to the participation of teachers in critical decisions that directly affect their work. Klecker and Loadman (1998) highlight the fact that decision-making includes teachers' involvement in educational decisions such as financial issues, choosing teachers, determining programs, and measuring student success. Short (1994) states that providing teachers' full-participation in critical decisions impacts their quality of work. By doing so, their voice is heard in areas related to their work. With teacher empowerment, it is often purposed to increase teachers' decision making authority and accountability in their fields. Furthermore, when teachers participate in making decisions, their problem-solving ability improves, and the entire school benefits from it, resulting in a feeling of stronger commitment to the overall organization (Dee, Henkin & Duermer, 2002; Devos, Tuytens, & Hulpia, 2014, Moran, 2015). Delegating decision-making tasks to teachers after ascertaining the rules regarding teacher participation is a major element of teacher empowerment. It relates to the participation of teachers in critical decisions

that directly affect their work. It refers to participation in and taking responsibility for decisions involving budgets, teacher selection, scheduling, and curriculum.

2. **Professional Growth:** refers to opportunity for continuous professional growth provided to a teacher. Teachers feel more empowered when they are knowledgeable about their subject. Good professional learning is necessary for quality teaching. The teachers' perceptions about the provision of opportunities to grow and develop professionally, to learn continuously, and to expand one's own skills affect their work. It assists teachers to gain more knowledge about teaching and developing a repertoire of strategies to teach and forms a requisite for empowering teachers.

   According to Klecker and Loadman (1998),"professional development refers to facilities that schools provide for teachers to increase their professional assets in an uninterrupted fashion, especially in terms of their teaching skills."

3. **Teacher Status:** It refers to the professional respect that teachers receive from peers; when peers acknowledge their expertise. Teachers feel that the status of the profession has suffered because of the public's low opinion of public education. It is important for the status of the profession to be improved and this can be done through empowering teachers to make decisions affecting their career. It refers to the perceptions that teachers have towards their own professional respect and admiration. Maeroff (1988) claims that teachers want to be treated like professionals. In this way, they retain control over their own teaching practices. Therefore, according to Rinehart, Short, Short and Eckley (1986), administrators should support or facilitate their teachers' work by empowering their status.

4. **Teachers Self-Efficacy:** it is related to the teachers' belief they have the skills to perform the job. They need to know that they are competent to make a difference. It increases as teachers enhance their competence. When teachers possess strong skills and abilities and also believe that their knowledge of teaching and learning is of value, they will feel more

empowered. The perception of teachers' that they possess the skills and ability to help students learn, and that they are competent in building effective programs for students, and can effect changes in student learning determines their self-efficacy. It heightens as the teacher acquires self-knowledge and the belief that they are personally competent and has mastered skills necessary to affect desired outcomes. School administrators can empower teachers by offering simple compliments and recognizing student achievement, which in turn rewards the teachers who made the student achievement possible (Kimwarey, Chirure, &Omondi, 2014).

5. **Teachers Autonomy:** refers to the belief of teachers' about possessing control over certain aspects of their work and is directly related to freedom for decision making. Autonomy allows for growth and renewal which is essential to success. Autonomy creates a greater interest in teaching, increases collaboration, and increases self -esteem. Educational administrators must create environments where autonomy can occur. Teachers provided with autonomy in decision making tend to be more effective. Teachers with greater autonomy implement original ideas during their teaching practices, take risks, assist students, and develop skills. Creation of opportunities for teachers to become more involved with new initiatives and responsibilities develops teacher autonomy.
6. **Teacher Impact:** refers to the teacher's need to have an influence on the teaching - learning process. Teachers need to know that they are of value to the organization. They need to be communicated that they are positively affecting the teaching-learning process. Teachers must believe their ideas will be put into practice. It is the teachers' perception that they can have a significant effect and influence on school life. It enhances teachers' self-esteem while creating the feeling that they are doing something worthwhile, they are doing it in a competent manner and they are recognized for their accomplishments (Short, 1992).

Teachers could be empowered by providing an atmosphere consisting of social attractiveness, trustworthiness and communication.

1.3.6 Need to Empower Teachers:

Teachers need to be empowered so that they can cultivate the competence to take charge of their own growth and be able to resolve their own problems in their everyday practice. They need to be empowered in order to:

- develop skills and competence needed in making important collaborative decisions and a display of commitment that in turn will create room for significant collaborative participation and democratic understanding.
- enable them to exercise power over their educational lives and even resists controls that are detrimental to their own work.
- generate and amplify their voice in educational affairs, develop and improve their pedagogical know-how.
- Transform their personality to collaborate with others to achieve the objectives of the school.
- work closely with the school administration especially on matters that affect them collectively and individually and develop a sense of appreciation which eventually trickles down to personal activities at classroom level.
- to discover him/herself, be updated on new knowledge which when utilized help to transform teachers every day practices in accomplishing of educational objectives.
- undertake critical and transformative actions towards every day issues and in the process take charge of situations hence establish links between theory and actual practice.
- develop the capacity to reflect and evaluate their academic progress in order to keep abreast with the societal needs.

1.3.7 Strategies to Empower Teachers:

The following ways support the empowerment of teachers:

1. **Teacher education and development**. In teaching profession teachers need to be qualified and well-prepared to be effective. They must

develop the skills to motivate children, manage a classroom, master essential subject areas and tend to the daily needs and progress of their students. Likewise, education administrators in individual schools and at the system level must also learn how to be education leaders by effectively building teams, budgeting scarce resources, monitor learning and supporting their teachers.

2. **High-quality learning materials**. To spout their students' full potential, teachers need the right tools: books and learning materials that are up-to-date, built on proven pedagogical methods and written in a language comprehendible by students.

3. **Adequate class sizes**. Students understandably perform better in classes where there are fewer students and teachers are better able to teach at their level.

4. **Better monitoring of learning outcomes.** From the classroom to the system level, learning outcomes data is necessary to understand current levels of learning, which can help to address barriers for learning for particular groups. Educators must be familiar with and use a range of formative strategies that help them tailor instruction.

5. **More time for planning and teaching.** For many teachers, it's a daily struggle to devote enough of the school day on activities that allow students to learn.

With this background, it is perceived that Quality of Education depends on quality of teachers and this in turn may be closely linked with Quality of their Work Life, their Teaching Effectiveness and their Empowerment and these parameters lie at the heart of all educational advancements.

1.2 Need and Significance of the study:

Education determines the level of prosperity and welfare of the people of any nation. Education provides an individual with an insight into life affairs and teaches him/her to act justly and rightly. The system of education forms the back bone of a developing country and India being in the forefront of such nations, should consider its teachers to be the pivot around whom the entire educational system would develop. In this context, the job of a teacher is the most important and challenging one. It is the teacher who is the embodiment of knowledge and the one who can help and guide the young mass. Hence teachers need to be empowered so that they can acquire the ability to take charge of their own growth and be able to improve upon their present practices in their everyday practice. Empowered teachers tend to develop skills and competence needed to make important collaborative decisions and a display of commitment, that in turn will create room for significant collaborative participation and democratic understanding. It enables teachers to exercise power over their educational lives and resist controls that are detrimental to their work. It enables them to generate and amplify their voice in educational affairs, develop and improve their pedagogical know-how, which increases their competence and this would cascade down to the achievement of the objectives of the school. It creates a situation where teachers would be able to work closely with the school administration on matters that affect them collectively and individually. It develops a sense of appreciation which eventually trickles down to personal activities at classroom level. It helps a teacher to discover himself, be updated on new knowledge which when utilized help to transform teachers every day practices in order to accomplish the educational objectives. It enables a teacher to undertake critical and transformative actions every day and in the process take charge of situations. It would help to develop the capacity to reflect and evaluate their academic progress and thus cater to the needs of their stakeholders.

Personality, attitude, morale, commitment, effectiveness, empowerment, quality of work life of a teacher assumes a permanent significance in determining

their effectiveness and thus quality of education. Empowerment ensures shared decision-making and is essential to school reform and to the changing demands in the digital world. Empowered teachers gain control over decisions that affect the school workplace and the classroom in particular. It is in this context that the investigator attempts to study the relation between Teaching Effectiveness and Teacher Empowerment and their influence on Quality of Work Life of Secondary School Teachers.

Chapter II

Review of Related Literature

CHAPTER – II

REVIEW OF RELATED LITERATURE

Having discussed the theoretical background of the study and established its need, it is necessary for the researcher to probe into and discuss the related researches conducted by other researchers. This research study is based on all of the relevant thinking and research that has preceded it, it becomes a part of the formulated knowledge in the field and this contributes to thinking and research as a whole. This chapter deals with the review of related literature.

The studies reviewed have been classified into the following three sections:

2.1 Studies related to Quality of Work Life

2.2 Studies related to Teaching Effectiveness

2.3 Studies related to Teacher Empowerment

Studies related to Quality of Work Life are discussed in Section 2.1. A review of literature Teaching Effectiveness is discussed in Section 2.2. Review of related literature on Teacher Empowerment is discussed in Section 2.3.

Review of related literature is an essential aspect of an investigation. It constitutes a very important step not only in identification of the problem but also in formulating hypotheses. A brief review is made of relevant researches with respect the variables of this study.

2.1. STUDIES RELATED TO QUALITY OF WORK LIFE:

Walton. R. E (1974) attributes the evolution of Quality of Work Life to various phases in history. Legislations enacted in early twentieth century to protect employees from job-injury and to eliminate hazardous working conditions, followed by the unionization movement in the 1930's and 1940's were the initial steps in this direction. Emphasis was given to job security at the work place and economic gains for the worker. The 1950's and the 1960's saw the development of different theories by psychologists proposing a positive relationship between

morale and productivity that improved human relations. Attempts at reforms to acquire equal employment opportunity and job enrichment schemes also were introduced. Finally in the 1970's the idea of Quality of Work Life was conceived which according to Walton, is broader than these earlier developments and is something that must include 'the values that were at the heart of these earlier reform movements and human needs and aspirations'.

Birchall David. W. (1978) examined Quality of Working Life and Work system design that relate to motivation of employees. People responsible for designing work systems were found to have considerable influence over the quality of working life.

Taylor, et al. (1979) identified the components of Quality of working life as; basic extrinsic job factors of wages, hours and working conditions, and the intrinsic job notions of the nature of the work itself. Other aspects, including; individual power, employee participation in management, fairness and equity, social support, use of one's present skills, self development, a meaningful future at work, social relevance of the work or product, and effect on extra work activities were also suggested and could vary in accordance to organization and employee group.

Mehta (1982) indicated that work does not occupy a central place in the life space of the Indian worker. According to him, in the present Indian context, where hard economic factors like monetary compensations, fringe benefits and work amenities are dominant, nature and design of jobs may not be a significant factor in the current ethos. It did not show a clear linkage between job satisfaction and a general sense of life satisfaction. One important finding of this research was that the younger entrants to work organization and younger employees showed greater work-related dissatisfaction. Work-related dissatisfaction tended to decrease with increasing age of employees.

Rao (1985) conducted evaluated difference between quality of working life of men and women employees doing comparable work. The result showed a

significantly higher composite quality of working life score for men than for women employees. Men employees had significantly higher scores for opportunity to learn new skills, challenge in the job and discretionary element in work. He found that age and income positively impacedt the perceived quality of working life of women.

Pelsma (1989) administered quality of teachers work life survey on 227 teachers to examine the life satisfaction. The result indicated to factors contributing to Teacher's Satisfaction.

Baba and Jamal (1991) identified typical indicators of quality of work life, viz., job satisfaction, job involvement, work role ambiguity, work role conflict, work role overload, job stress, organizational commitment and turn-over intentions. Reutilization of job content was explored and it was suggested that this aspect should also be examined as measure of quality of work life.

Suri, et al. (1991) undertook a survey to study the quality of work life practices in manufacturing and service sectors of Indian Industry. The study found that both public and private sector organizations least preferred job and workplace redesign programmes. Organizations were seen to prefer system wide practices over isolated experiments.

Rossmiller (1992) investigated into Quality of Work Life of secondary school teachers and principals. It was seen that principals positively influenced the respect accorded to teachers, teacher participation in decisions affecting their work, professional collaboration and interaction, use of skills and knowledge and the teaching learning environment.

Gani (1993) in his study stated that the core of the Quality of Work Life concept includes the humanitarian value of treating the worker and emphasizing changes in the socio-technical system. Quality of Work Life could be enhanced thorough improvement in physical and psychological working environment,

design and redesign of work practices, hierarchical structure and active involvement of workers in decision making.

Kershaw (1994) conducted a study to assess teacher's perceived levels of satisfaction with the Quality of their school life according to school level, gender and years of teaching experience. Data were collected from 701 teachers in 21 Tennessee public schools. Findings indicated that perception vary according to school site. School level factors were found to be significantly different in terms of importance. Communication, support, workload, working conditions and resources were consistently ranked important to teachers, while work enrichment, leadership and recognition were ranked least important.

Lam (1995) surveyed 350 teacher trainees from Singapore to examine relationships among Quality of Work Life, Career Commitment, Job Satisfaction and Withdrawal Cognition. Results showed that perceptions of the social status of teaching strongly related to commitment to and satisfaction with teaching.

Kumar and Shanubhogue (1996) compared Quality of Work Life in university systems. They investigated the reactions of the teachers about the existing and expected Quality of Work Life in the universities. Two structured questionnaires were administered to nearly 200 teachers to know the existing and expected Quality of Work Life of teachers. A significant gap was found between the existing and expected Quality of Work Life of Sardar Patel University teachers. But lecturers of Maharaja Sayajirao University expected improvement in Quality of Work Life.

Mentz (2001) determined the Quality of Work life of teachers of farm schools in South Africa. The sample consists of 60 teachers in 15 farm schools. Findings indicate that teachers in rural schools are generally satisfied with circumstances and enjoy teaching. They were satisfied with classroom size, physical facilities and teacher - student relations.

Joseph. M. Sirgy, et al. (2001) constructed a measure of QWL which was based on need satisfaction and spillover theories. It captured the extent to which the work environment, job requirements, supervisory behavior, and ancillary programs are perceived to meet the needs of employees. Seven major needs, each having several dimensions were identified. (a) health and safety needs, (b) economic and family needs (c) social needs, (d) esteem needs, (e) actualization, (f) knowledge needs (g) aesthetic needs. Construct validity of the measure was established. Predictive validity was tested on university employees and on accounting firms and the results supported the predictive validity of the new tool.

Susan. J. Harrington and Julie Santiago (2006) studied organizational culture and telecommuters' quality of work life and professional isolation. This study examined the relationship between quality of work life, professional isolation, organization's cultural values surrounding telecommuters and non-telecommuters. To test whether the culture was different between telecommuters and non-telecommuters, the Wilcoxon rank sums test which is equivalent to a non-parametric t-test and is appropriate to Likert style scales was used. Test was administered to Managers and non-managers to measure culture, since culture at an organization level would affect telecommuting adoption. In accordance with the hypotheses, only non-managerial telecommuters were used to measure quality of work life and professional isolation. The study suggested that telecommuting does tend to occur in a less hierarchical culture. However, there was no significant difference in the rational culture between telecommuters and non-telecommuters. Quality of work life and professional isolation were significantly higher for telecommuters than for non-telecommuters, supporting the literature and theory surrounding virtual workers.

Raduan Che Rose, et al. (2006) analyzed Quality of Work Life (QWL) in relation to Career- Related variables on 475 executives from the electrical and electronics industry in Malaysia from both Multinational Corporations (MNCs) and the Small-Medium Industries (SMIs). Construct validity and discriminate validity were established on the instruments. The respondents appeared to be

satisfied in respect to the level of QWL (49.5%), career achievement (70.3%), career satisfaction (63.8%), but less so for career balance (36.6%). The respondents opined that the role QWL plays in organizations is an understudied issue.

Nasl Saraji. G. and Dargahi. H. (2006) took up a study on Quality of Work Life (QWL). This research aimed to provide insights into the positive and negative attitudes of Tehran University of Medical Sciences (TUMS) Hospitals' employees from their quality of life. A cross- sectional, descriptive and analytical study was conducted among 908 TUMS hospitals' employees by administering a questionnaire at 15 studied hospitals. Stratified random sampling technique was used to select respondents from nursing, supportive and paramedical groups. The results showed that majority of employees were dissatisfied with occupational health and safety, intermediate and senior managers, their income, balance between the time they spent working and with family and also indicated that their work was not interesting and satisfying. Employees were found to have poor quality of work life. Hence more training and education for TUMS hospitals' managers on QWL issues were suggested.

Dong-Jin Lee, et al. (2007) studied and validated a measure of Quality of Work Life (QWL) developed by Sirgy et al. They conceptualized the QWL construct in terms of employee satisfaction with two sets of major needs: lower- and higher-order needs. Lower-order needs comprise health/safety needs and economic/family needs. Higher-order needs involve social needs, esteem needs, self actualization needs, knowledge needs, and aesthetic needs. The results from a survey of marketing professionals largely supported the construct validity and predictive validity of the QWL measure. As expected, QWL had a positive influence on job satisfaction and organizational commitment among marketing managers.

Soren Ventegodt, et al. (2008) took up a scientific research on the quality of working-life (QWL) by generic measuring of the global working life quality

with the “self evaluation of working life quality” questionnaire. The researchers have constructed a “Self Evaluation of Working Life Quality Questionnaire” (SEQWL). It was developed on the basis of the Integrated Quality of Life Theory (the IQOL theory) with a focus on the quality of human relations. The QWL-theory considers four fundamental domains of working life: quality of life, mastery, fellowship and creation of real value. These dimensions arise from four fundamental relations at work: the relations to one self (quality of life), to the job function (mastery), to other members of the working team (fellowship), and to what extent the individual contributes to the surrounding world (creation of real value). The SEQOL measure was found to be an objective and valid measure, which together with good leadership would determine companies of value.

Guna Seelan Rethinam and Maimunah Ismail (2008) studied constructs of Quality of Work Life in the perspective of Information and Technology Professionals. Many factors determine the meaning of Quality of Work Life (QWL), one of which is work environment. This study reviews the meaning of QWL, analyses constructs of QWL based on models and past research from the perspective of IT professionals in many countries and in Malaysia. The study concluded that QWL from the perspective of IT professionals is challenging both to the individuals and organizations.

Md. Zohurul Islam and Sununta Siengthai (2009) studied quality of work life and organizational performance. Quality of work life was hypothesized to directly or indirectly influence organizational performance. 216 sample responses were collected using simple random sampling. Data were analyzed using descriptive statistics, chi- square test and regression analysis to test the formulated hypotheses and the significance and reliability of the findings. The findings suggested quality of working life although was positively related to organizational performance but it is not significant. However, there was a positive and significant relationship between quality of work life and employees job satisfaction.

Koonmee, Kalayanee, et al. (2010) studied Quality of work life, and employee job related outcomes on human resource managers in Thailand. Questionnaire was mailed to human resource managers of 514 Thailand companies listed on the stock exchange of Thailand. The response rate was 31.9%. The survey results revealed a positive relationship between implicit form of ethics institutionalization and both lower order and higher order aspects of quality of work life were found to have positive impacts on the three employees job related outcomes; job satisfaction, organizational commitment, and team spirit.

Hayrol Azril. U, et al. (2010) examined quality of work life among agriculture extension employees and its impact on their work performance. The results depicted that all of the nine qualities of work life studied had significant and positive relationship with work performance where the highest relationship occurred between individual and family life with work performance. Multiple regression analysis demonstrated that five factors viz., individual and family life, job satisfaction, organization policy and management style, work environment and remuneration were the main contributors to work performance among government agricultural extension employees. Individual and family life was the highest contributor to work performance.

Chao, Chih Yang, et al. (2010) studied the Leadership Behavior of Principal and Quality of Work Life of Teachers in an Industrial Vocational High School in Taiwan. This was a case study of an industrial vocational high school in Taiwan. Firstly, literature review was applied to generalize the components of leadership behavior and quality of work life to develop a "Questionnaire for Leadership Behavior of Principal and Quality of Work Life of Teachers in an Industrial Vocational High School". Secondly, in order to find out perspectives of teachers about leadership behavior of the principal and quality of work life of themselves, all teachers in that industrial vocational high school were surveyed. Then, the data, which was obtained from that survey, was analyzed by t-test, one-way ANOVA, Pearson product-moment correlation, and stepwise regression. The

results showed the differences in perspectives about leadership behavior of the Principal and quality of work life of teachers with different backgrounds, as well as the relationship between two variables.

Mohanraj. P., et al. (2010) attempted to assess Quality of Work life (QWL) condition in National Textile Corporation (NTC) mills in Tamilnadu and how QWL sustains healthy and strong work culture. QWL in this study included adequate and fair remuneration, social integration safe and healthy working conditions in the work organization that enables an individual to develop and use all his/her capacities. The study attempted to identify role of QWL to sustain a robust work culture among the workers of the NTC mills. Primary data were collected through a well structured undisguised questionnaire. This study had highlighted some positive aspects of QWL and the main finding was that employees of different status differ in their preference of QWL factors. The results of this study revealed that the expectation of flexi-working condition & alternative work schedule was high. The workers' perception towards the facets of the QWL was different and the workers had a high dissatisfaction with existence of some facets of QWL, such as Welfare facilities, Recognition and Physical working conditions. The recommended strategies to ensure robust work culture were; to give divergent facets of QWL to the workers in different status and improve the Interpersonal relations, Participatory management and Physical working conditions.

Karen Seashore Louis (2011) explored the way in which teachers' quality of work life contributes to their commitment to work and their sense of efficacy. The data suggested that quality of work life measures is strongly associated with both commitment and sense of efficacy.

Ayesha Tabassum (2011) took up a comparative study on QWL of employees of private commercial banks. The quantitative survey on 128 male and 64 female employees revealed that a significant difference exists between male and female employees with respect to QWL and in the following factors of QWL;

adequate and fair compensation, flexible work schedule and job assignment, attention to job design, and employee relations. As a significant number of female participants from the labor force are now entering to the banking sector, this finding added value to the management of the banks. The study recommended that gender equity in the private banking sector of Bangladesh should be ensured.

Meenakshi Gupta and Parul Sharma (2011) undertook a study on Factor credentials boosting quality of work life of BSNL employees in Jammu region. The aim of the study was to determine whether and how the quality of work life affected the satisfaction level of employees of telecom employees. The implications of these findings suggest that quality of work life in BSNL could be enhanced by factors such as "Adequate Income & Fair Compensation", "Safe & healthy working conditions", "Opportunities to use & develop human capacity", "Opportunity for career growth", "Social integration in the work force", "Constitutionalism in work organization", "Eminence of Work Life" and " Social relevance of work".

Subburethina. P. Bharathi (2011) conducted a study on quality of work life as perceived by college teachers. This research study highlighted the quality of work life of college teachers under various dimensions. This study helped the college teachers to know the level of perception towards QWL and to enhance the same by the educational administrators. The universe of the study included 12 colleges located within Tiruchirappalli city and 1279 college teachers were working during May 2008 – February 2009. A sample of 239 respondents was selected from the universe. The collected data after being coded were analyzed using Statistical Package for Social Sciences Research (SPSS) and various statistical tests were applied based on hypotheses and matching variables. It was found that there was a significant association between quality of work life and quality of life and teaching environment. It was found that QWL of college teachers was in low level.

Parameswari. J. and Kadhiravan. S. (2011) studied the relationship between Quality of work life and self-regulated behaviour among government and private school teachers. For this purpose data on quality of work life and self regulated behavior were collected from 60 school teachers (30 Government and 30 Private school teachers) using Work-Related Quality of Life Scale, developed by Laar and Self-Regulatory Behavior Scale (SRBS), developed by S. Kadhiravan. The collected data was analyzed using mean and ANOVA. The findings showed that both the Government and Private school teachers had high level of quality of work life and self-regulated behavior. There was a relationship between certain factors of quality of work life and certain factors of self-regulated behavior.

Farideh Haghshenas Kashani (2012) studied the relationship between quality of work life and organizational citizenship behavior in Delshad Company. First by applying Spearman test, the positive and meaningful relationship between quality of work life and its dimensions with organizational citizenship behavior was proved. Then Friedman test showed that among all nine quality of work life dimensions, "constitutionalism" and "total life space" respectively were more effective than other variables. In continuation the average was calculated to investigate the level of every variable. The results showed that the entire variable apart from "adequate and fair compensation", "safe and healthy environment" and "social relevance" were on a desirable level. Finally, the results of applying One-way Variance Analysis test showed that there were no meaningful relationship between demographic characteristics with quality of work life and organizational citizenship behavior.

Mohammad Hossein Motaghi Pisheh (2012) took up a descriptive cross sectional study with the primary objective of investigating the relationship between quality of work life and job stress of Iran public employees. Proportional cluster sampling method was employed to draw 200 employees from 24 public organizations of Sirjan in Kerman province. The findings of the study revealed that quality of work life and job stress of Iran public employees are correlated.

Kuldeep Kaur and Gurpreet Randhawa (2012) carried out a comparative study on Quality of Work Life issues of multinational and Indian food companies of Punjab. Considering the significance of the concept of QWL the study attempted to examine and compare the employees' perceptions about QWL issues. The data was collected from 100 employees of food industry in Punjab (50 from MNCs and 50 from INCs) using a Likert type structured questionnaire. The findings of the study revealed that a significant difference existed between the MNCs and INCs employees' perception over various QWL issues such as job characteristics, welfare facilities, personal growth and development and social relevance of work. Findings revealed that in most of the cases MNCs were performing better than INCs.

Muthukumarj. N. and Subbura. A. (2012) studied Quality of Work Life at HCL Technologies Limited, Chennai. The sampling method adopted was stratified sampling and the sample size considered for the study was 200 where in all the samples where employees in HCL Technologies Pvt Ltd. The tools for the analysis included Descriptive analysis, Cross tabulation, Chi-square test, weighted average analysis, one way ANOVA, correlation, and factor analysis. It was found that the employees were highly qualified. Employee satisfaction did not depend on gender or experience. From the study it was inferred that most of the employees were satisfied with the quality of work life provided. The commitment, the morale and the motivation of the employees and workers of both skilled and unskilled were generally found to be high. Legitimate welfare measures were suggested to add still better working conditions and best of performances to the company.

Indumathy. R and Kamalraj. S. (2012) attempted to look into the Quality of Work Life among Workers of textile industry in Tirupur District. The sample of 60 workers was chosen by convenient sampling. Structured interview schedule was used for primary data collection. Secondary data was collected from earlier research work, various published journals, magazines, websites and online articles. Percentage Analysis, Chi – Square Analysis and Weighted Average Score

Analysis were used for data analysis. The investigation has remarkably pointed out that the major factors that influence and decide the Quality of Work Life were attitude, environment, opportunities, nature of job, people, stress level, career prospects, challenges, growth and development and risk involved in work and rewards.

Chandranshu Sinha (2012) undertook a study to explore the factors of quality of working-life experiences in organizations. The study focused on 100 employees holding middle managerial positions in various organizations. The Cronbach's alpha of the questionnaire was found to be 0.862 & Pearson correlation was found to be 0.924 ($p<0.001$). The factor analysis of the component 'quality of working-life experiences' led to the extraction of 3 factors from various organizations. The three emerging factors were "relationship-sustenance orientation", "futuristic and professional orientation" and "self-deterministic and systemic orientation". The results indicated that these factors have substantial role to play in satiating the needs of the employees and how at middle managerial level different aspects were valued and employed for developing a unique quality of working life within their socio-technical systems for eliciting favorable job-related responses.

Mohla Charu (2013) attempted to find the effect of Occupational Stress on Quality of Work Life (QWL) among the Associates of IT Industry. The study consisted of a sample of 203 associates of IT industry in the age range of 20- 55 years. The sample was drawn using randomized sampling technique. The associates were tested on Job Satisfaction and Organizational Stress. Job Satisfaction Scale and Organizational Stress Scale were used. The mean scores of associates were calculated to ascertain their occupational stress and regression analysis was used to see the effect of Occupational Stress on QWL amongst the associates of the IT sector. The results showed that the IT associates possessed good group cohesiveness which means go along well. It was also found that the associates felt averagely stressed out due to lack of role clarity, fair compensation, consistent role demands, adequate work load, managerial support, context

sensitiveness and comfortable job. This meant that the associates were moderately stressed due to contradictory demands on the role incumbent, unjustified compensation, non clarity about the requirement of the job, required to do too much within assigned time and resources, passive and discouraging role of leader at the time he needs help and encouragement in tackling the problems. The associates in the IT industry were found to feel moderately stressed due to significantly different abilities from the requirements of the job and lack of adequate amount of authority to discharge his responsibilities.

Gayathiri. R. and Lalitha Ramakrishnan (2013) took up a study on Quality of Work Life and its Linkage with Job Satisfaction and Performance. In this study an attempt is made to review the literature on quality of life to identify the concept and measurement variables as well its linkage with satisfaction and performance.

Nalwade K. M. & Nikam. S. R. (2013) took up a review of literature on Quality of Work Life in Academics. A rigorous literature review had been taken and narrated. It was discovered through the literature that, most of the research scholars used Walton QWL dimensions viz., Adequate and fair compensation, Safe and healthy working conditions, Opportunity for continued growth and security, Constitutionalism in the work organization, the social relevance of work life, Total life space, Social integration in the work organization and Developing human capabilities and establish its relationship with employee demographic variable, stress, satisfaction, commitment, performance, job satisfaction which revealed that former are the determinant of QWL.

Sivarethina Mohan. R. (2013) studied the effect of Quality of Work Life on Employee Retention in Private Sector Banks. The findings implied that as per common beliefs QWL will positively nurture a more flexible, loyal, and motivated workforce, contributing to company's competitiveness.

Swapna. M. and Gomathi. S. (2013) studied the constructs of Quality of Work life with special reference to IT Professionals in Bangalore City. This study

elicited the inter play between the constructs of Quality of Work life (QWL) in IT Industry and the results of the study were as follows: (1) Majority of the respondents were not happy with the pay structure. (2) It was reported that change in timings involved lot of stress. (3) Maximum percentage of the respondents irrespective of their experience had fears about their job security. (4) Majority of the respondents felt that they were neglecting home matter because of work. (5) Though work from home option is provided by majority of the companies the data reported dissatisfactory results (6) It was clearly evident from the inter correlation matrix that majority of the employees were not able to spend as much time in family and family related matters. (7) The study also elicited that male respondents were more satisfied towards career prospects, compensation and training and development and had a better work life balance than female respondents because of their family commitment and health related issues.

Manju N D and Sheela G (2014) undertook a research study to investigate the quality of work life of secondary school teachers. A sample of 100 Secondary School Teachers from Mysore City was selected by adopting Stratified random sampling technique. Teachers'quality of work life was accessed with the help of Teacher's Quality of Work Life Scale constructed by the investigators. Descriptive survey method was adopted for the study. The data, which was obtained from that survey, was analyzed using percentage analysis, t-test and one-way ANOVA. It was found that a majority (70.2%) of the secondary school teachers possessed an average level of quality of work life and (13.9%) were found to possess low level of quality of work life. Only (15.9%) of the teachers possessed high level of quality of work life. Female teachers have a high quality of work life than their male counterparts. No significant difference was found in Quality of Work Life between above 10 years experience and below 10 years of experienced secondary school teachers and also among teachers belonging to government, private aided, and private unaided secondary school teachers.

Khodadadi.S. et. al (2014) investigated the QWL of employees' on their job satisfaction. In this study independent variables were permanent security

providing, salary and benefits payment policies, development and promotion opportunity, and job independence, job satisfaction as the dependent variables. 114 employees selected randomly for this study and two questionnaires of "quality of work life" and "job satisfaction" was used for data collection and Data analysis was done by using SPSS and LISREL software. The results of the study showed that the salary and benefits' policies have a significant and positive effect on Shuhstar's Shohola Hospital employees' job satisfaction.

Tanushree Bhatnagar and Harvinder Soni (2015) in their study on the impact of quality of work life on job satisfaction has been studied based on the demographic variables of gender, age and work experience of teachers. The method of this study is descriptive research and the survey was conducted among 100 school teachers in Udaipur city. Results show that there is a relationship between QWL and job satisfaction. Debasis Pani (2015) in their research tried to understand how various independent factors like nature of job, Stress Level, Work Independence, Job Security, Career Prospects, Safety and Health Work Conditions, Opportunity for growth and security and Total life space positively influence the dependent factor i.e., overall QWL experiences of faculties working in various private engineering colleges. The study reveals that Opportunity for Growth and Security factor have larger impact on overall QWL experience, where as Nature of job, Job security and life space has moderate impact and the rest factors has less impact on overall QWL experience. Finding of the study further indicates that overall QWL experiences do not vary significantly due to age and gender.

Mehrotra and Khandelwal (2015) in their investigation on the association of demographic factors (gender and salary) on QWL of teaching employees in private technical institutions in Bareilly Region, India revealed a significant association between QWL and demographic characteristics (gender and salary) of the employees. They concluded that female employees are more satisfied with their QWL than male employees. They observed that female employees are more satisfied than male employees, the chi square test confirms

that the demographic variable gender and salary have an association with each other and therefore with the Quality of Work Life of Teaching staff in Private technical institutions. The sample consists of 110 teaching employees of a technical institution.

Abdulkadir Mohamud Dahie et al. (2017) utilized convenient sampling to collect 95 questionnaires from University of Somalia in Mogadishu, Somalia. These respondents were provided a questionnaire with three main construct which measuring general well-being, career and job satisfaction and working conditions. However, the study found that general well-being, career and job satisfaction as well as good working condition workplace have significant impact on quality of work life.

Malarkodi et al, (2017) research is to critically envisages the various parameters determining Quality of work life among the faculties. Descriptive research Design and convenient sampling method adopted for this study. 200 sample size from the total population chosen for this study. Faculty members have expressed their opinion that the management needs to take necessary steps for structuring proper work load models to be offered to the faculties.

Madhuri Sitaram Ban and Panchal U.V. (2017) observed that emotional intelligence will help an employee experience better work – life balance. High self – awareness helps an individual to monitor the actions and try to rectify it if required, self-awareness guides an individual to fine tune the job performance style and become more acceptable and socially networked.

Shanmuga Priya I and Vijayadurai J. (2017) expressed that today roles of women have changed a lot depending upon their profession throughout the world. Due to financial demands, economical statuses, education effective usage all are major role for women lecturers. This study concludes performance, satisfaction, stress relief all could be main outcomes in quality of work life for a working women lecturer in colleges.

2. 2 : STUDIES RELATED TO TEACHING EFFECTIVENESS:

Sofat, S. L. (1977) was constructed a self evaluation scale for teaching effectiveness of teachers. The scale had 43 items on a five-point scale having weightage of 4 to zero. The items were concerned with teacher's organization and personality and the relationship established with the class.

Balchandran (1981) examined teaching effectiveness and student evaluation of teaching and reported that students' evaluation and self-evaluation of teaching effectiveness were positively and significantly correlated but self evaluation rating was significantly higher than students' evaluation rating. Apart from this, identified teaching effectiveness factors were subject mastery, intellectual kindling, responsiveness, integrity and communication ability commitment to teaching, impartiality with students, concern for the students' development and informal academic help.

Sharma (1981) conducted a study on a presage-process and product variables of teaching effectiveness of Hindi teachers of higher secondary schools of Indore district. The study aimed at finding the difference between male and female teachers of higher secondary schools on teaching effectiveness and to find out relationship between attitude towards teaching and teaching effectiveness of higher secondary school teachers. Results of the study showed that male and female teachers were found to have similar level of teaching effectiveness. The other major finding of the study was that there was no significant relationship between attitude towards teaching and teaching effectiveness of higher secondary school teachers. Apart from this, there was no significant relationship between interest in teaching and teaching effectiveness of higher secondary school teachers.

Balachandran (1981) identified the factors of teaching effectiveness of student teachers as: subject mastery, intellectual kindling, responsiveness, integrity, communicating ability, commitment to teaching, impartiality, motivating ability, concern for the student's progress and informal academic help.

Wali (1985) made a factorial study on teaching correlates of teaching effectiveness. The study aimed to find out the relationships among demographic correlates (age, caste, rural - urban), academic qualification, job satisfaction and teaching effectiveness. Results showed that professional involvement, professional development, professional dignity, demogratic temper, family background and academic background of teachers were significantly positively correlated with their teaching effectiveness.

Chaube (1985) carried out a study on relationship between teaching efficiency and attitude towards teaching of teachers. The study was aimed to find relationship between attitude towards teaching profession and teaching efficiency of male and female teachers and to find relationship between attitude towards teaching profession of teachers and academic achievement of students. Findings of the study revealed that attitude towards teaching profession were not significantly correlated with teaching efficiency of both the categories of teachers. The other major objective of the study was that there was no significant relationship between attitude towards teaching profession of male and female teachers and academic achievement of students. This implies that gender do not contribute in teaching efficiency and attitude towards teaching profession.

Shah, Beena (1991) found out that teaching effectiveness was significantly affected by teaching aptitude, job satisfaction, job attitude, job motivation, personality, value pattern, self concept, intelligence and organizational climate. The variables like locality, type of school, level of educational qualification, grade and teaching experience also determined teaching effectiveness to some extent. Teachers' satisfaction with the nature of work and working conditions, positive attitude towards the children and the job, adaptability, mental ability, professional information, intelligence, knowledge value, intellectual self-concept, political value and some job motivation factors, e.g. peaceful quality of job, livelihood, influencing opportunity and enough leisure were assessed as the paramount determinants of teacher effectiveness.

Patil & Deshmukh (1993) studied the relationship between aptitude in teaching and teaching efficiency of pupil teacher on a sample consisting of 238 pupil teachers enrolled in three training colleges affiliated to Amrawati University. The sample covered male and female, experienced and inexperienced, science and arts pupil teachers. The findings revealed that male and female pupil teachers differed significantly on their teaching aptitude and female pupil teachers were found to have better teaching aptitude than male teachers. The experienced and inexperienced pupil teachers also differed significantly on their teaching aptitude and experienced teachers were found to have better teaching aptitude. When pupil teachers of science and arts groups were compared for their teaching aptitude it was found that they did not differ significantly with regard to teaching efficiency.

More (1988) investigated the relationship between teaching effectiveness, teaching aptitude and personality traits and reported that only six personality traits out of sixteen traits were found to be positively correlated with teaching effectiveness. Results demonstrate a positive correlation between teaching effectiveness and teaching attitude. The study explored that personality traits had significant positive influence on teaching effectiveness.

Young and Shaw (1999) examined different dimensions of teaching effectiveness. The sample consisted of 912 college teachers. It was noticed that value of interest, giving motivation to students, creating comfortable learning atmosphere, course organization, and effective communication in class, concern for student learning and genuine respect for students were positively related to teacher effectiveness.

Wu, Robert T. Y. (2005) in a study found that (1) The levels of teaching effectiveness measures of comprehensive high school teachers were moderately high, with "good teacher student relationship" being the highest, and "teaching self efficacy" being the lowest. (2) The levels of school effectiveness measures of comprehensive high schools were moderately high, with "principal leadership" being the highest, and "curriculum implementation" being the lowest. (3) Gender,

age, teaching experience, teaching program, school size, type of school, and school educational level, position, school area, and school background were not related to teachers' teaching effectiveness. (4) Gender, age, teaching experience, teaching program, school area, type of school, school background, and school history were significant to school effectiveness, while educational level and position were not related to school effectiveness. (5) The higher the teachers' teaching effectiveness, the higher the school effectiveness. (6) Canonical analysis results showed that "systematical presentation of instructional materials" was positively related to "teaching and evaluation" and "student achievements", and "teaching self-efficacy" was positively related to "student achievements" and "teachers' job satisfaction". (7) Gender, type of school, "teaching self efficacy", "systematical presentation of instructional materials" and "good classroom climate" were the five best predictors for school effectiveness.

Ronald A. Berk (2005) conducted a study entitled "Survey of 12 Strategies to Measure Teaching Effectiveness". In his study twelve potential sources of evidence to measure teaching effectiveness are critically reviewed: (a) student ratings, (b) peer ratings, (c) self-evaluation, (d) videos, (e) student interviews, (f) alumni ratings, (g) employer ratings, (h) administrator ratings, (i) teaching scholarship, (j) teaching awards, (k) learning outcome measures, and (l) teaching portfolios. National standards are presented to guide the definition and measurement of effective teaching. A unified conceptualization of teaching effectiveness is proposed to use multiple sources of evidence, such as student ratings, peer ratings, and self-evaluation, to provide an accurate and reliable base for formative and summative decisions. Triangulation of sources was recommended in view of the complexity of measuring teaching and the variety of direct and indirect sources and tools used to gather evidence.

Johnson C, Kahle J B and Fargo J (2006) conducted a study on Effective teaching and its impact on increased science achievement for all students." A longitudinal cohort design involved collecting scores on the Discovery Inquiry Test (DIT) in Science. Teacher effectiveness was measured by classroom

observation using the Local Systemic Change Classroom Observation Protocol (LSCCOP). The findings of the study showed that students of effective teachers scored significantly higher on the DIT science assessment than students of neutral or ineffective teachers. Whereas, students in classes of ineffective or neutral teachers performed lower than Science Education students of effective teachers in all the three years of the study. These findings contradict previous research that has claimed there is a cumulative and residual negative effect on achievement associated with having ineffective teachers in previous years of schooling. It also indicated that students who are in classes of effective teachers perform at a high level, regardless of their previous teacher(s) effectiveness rating. Students who had previously had effective teachers and then were placed with an ineffective teacher experienced a setback in their learning.. The sixth-, seventh-, and eighth-grade students in this study were able to overcome experiences associated with having an ineffective or neutral teacher if they were placed with an effective teacher in future years.

Ding, Cody and Sherman, Helene (2006) concluded that student learning is an interactive process in which student characteristics do influence the outcomes of their own learning. In other words, effective teaching is conditioned on student characteristics, just as the student learning is conditioned on the effective teaching. The effort to search for one-size-fit-all kind of teaching effectiveness, regardless of the student characteristics, is of questionable value to educators and students.

Balam (2006) undertook a study of professor's teaching effectiveness in relation to self-efficacy beliefs and perceptions of student rating myths. The study aimed to find out relationship between efficacy beliefs and teaching effectiveness of professors. Data analysis found a significant positive relationship between professors' self efficacy in enthusiasm and breadth respectively. This indicates that academic qualifications of professors had a strong effect on their efficacy beliefs about teaching and students' learning and above all teaching effectiveness.

Vibha (2008) studied a sample of 75 pupil teachers representing faculties of Dayalbagh Education Institute, Agra to study relationship between nonverbal classroom communication and teaching effectiveness. Most of B. Ed trainees were found to be moderately effective and non verbal classroom communication behaviour of pupil teachers was found to be positively correlated with teaching effectiveness.

Kauts and Saroj (2009) in his study found that male and female teachers exhibit equal level of teacher effectiveness. Teachers with high emotional intelligence were found to be more effective in their teaching than the teachers with low emotional intelligence.

Rockoff, Jonah E. et. al., (2011) found out that only a few of the non-traditional predictors of effectiveness, including teaching-specific content knowledge, cognitive ability, personality traits, feelings of self-efficacy and scores on a commercially available teacher selection instrument had statistically significant relationship with student and teacher outcomes.

Lee and Lovell (2011) in their research study entitled 'Predictors of Teaching Effectiveness among Professors and Instructors at a Canadian University', found that intrinsic teaching motivation was the most important determinant of teaching effectiveness and along with efficacy, facilitated performance in the classroom. It was noticed that professional development programmes should be provided and instructional support mechanisms to encourage intrinsic motivation, as well as resources that facilitate career-life balance and constructive ways to cope with the challenges of academia should also be provided.

Kiadese (2011) undertook a study on assessment of teaching effectiveness of prevocational subjects' teachers in Nigeria. Findings of the study indicated that there was low level of teaching effectiveness among prevocational subject teachers. The researcher concluded that government and agencies responsible for teacher development should put in place an action plan to enhance the capacity of teachers in the use of ICT- driven pedagogy modern classroom practices and

assessment techniques, while the technical teacher training scheme should be resuscitated.

Kumar (2012) investigated the relationship between teaching effectiveness of women student teachers and their creativity. Results indicated that the student teachers with high creativity had higher teaching effectiveness as compared to female student teachers with low creativity. Apart from this, rural student teachers were found to be more creative than urban student teachers. Results showed that science student teachers were more effective than arts student teachers.

Kumar and Awati (2012) conducted a study to investigate the teaching effectiveness of women student teachers in relation to their creativity. The findings revealed that teachers with high creativity had high teacher effectiveness scores as compared to female teachers with low creativity. The rural female student teachers had significant higher creativity scores compared to urban female student teachers.

Sharma and Malik (2013) undertook a study on teaching effectiveness of secondary school teachers in relation to their professional commitment. The study determined the level of teaching effectiveness and professional commitment of secondary school teachers and its relation to all the dimensions of professional commitment. The sample consisted of 300 teachers from 30 schools of Rohtak district. Teacher effectiveness scale by Pramod Kumar and D. N. Mutha and Professional Commitment Scale were used. Teaching effectiveness was found to significantly correlate with professional commitment. It implies that highly effective teachers would be more professionally committed as compared to low effective teachers. The other major finding of the study was that gender and locality was not significantly correlated with professional commitment and teaching effectiveness.

Kaur, Manminder (2013) conducted a study on role commitment, values and spiritual intelligence as the correlates of teaching effectiveness of secondary school teachers: an exploratory study. The main objectives of the study were to determine the relationship between teacher effectiveness and role commitment of

teachers and to study the relationship between teacher effectiveness and values of secondary school teachers. Sample of 600 secondary school teachers was selected based on simple random sampling method. Four tools were used for data collection: Teacher Effectiveness Scale developed by Unme Kulsum (2000) and Teachers role commitment scale developed by Dr. Meera Budhisagar Rathod and Madhulika Varma (2009), Teacher Values Inventory developed by Dr. Harbhajan Singh and Dr. S.P. Ahluwalia (2010) and Spiritual intelligence self report Inventory developed by D.B. King (2008). Research data were collected manually and were analyzed using proper statistical methods viz., correlation regression and t-test. Findings of the research indicated that all the five dimensions of teacher effectiveness viz. planning and preparation, classroom management, subject matter, teacher characteristics and interpersonal relations as well as total teacher effectiveness was found to be positively and significantly related to role commitment. Apart from this, teacher effectiveness was significantly and positively correlated with theoretical, social and religious values. This implies that teachers having high level of theoretical, social and religious values were more effective. Apart from this, mean scores of female secondary school teachers for teacher effectiveness were higher than the mean scores of male secondary school teachers.

Shweta Tyagi (2013) investigated the demographic characteristics of secondary school teachers and the demographic characteristic-wise perception of secondary school teachers in terms of teaching effectiveness. Findings of the study revealed that teaching experience and social background had positive impact on their teaching effectiveness. Urban school teachers had higher level of teaching effectiveness. The school teachers with above three years of teaching experience had higher level of perception. Arts and commerce teachers had higher level of teaching effectiveness than science teachers. Apart from this, teachers' social background, teaching subjects, teaching experience, marital status had strong impact on their teaching effectiveness.

Renjith Kumar . R and Fezeena Khadir A (2013) examined the teaching effectiveness of self-financing engineering college teachers in Kerala. They noted that the process of evaluating the effectiveness of teachers has changed over time along with the definition of what effective teaching is due to the increasing attention by the management of self -financing institutes. This research aimed to measure the various attributes of teaching effectiveness. The objective of this study was to evaluate the level of teaching effectiveness attributes and to find out the attribute that most contributes to teaching effectiveness. A sample of 96 teachers from an engineering college in Ernakulam, Kerala State, was taken for the study. The study revealed that there is a lack of team effort, teaching efficiency, and class room behavior. The teaching effectiveness of the engineering teachers is proved to be medium. The study highlights those teaching attributes to be enhanced and suggestive measures are also mentioned to improve the performance of teachers and thereby increase the quality of education and students.

Malik Umendra & Pramila (2014) conducted a study on teaching effectiveness in relation to Gender and Locality on a sample of 600 teachers teaching in secondary schools of Rohtak. Teacher Effectiveness scale by Dr. P.K. Mutha and D.N. Mutha was used to collect the data. The findings revealed no significant difference in teacher effectiveness of male and female teachers and both rural and urban area teachers were found to be equally effective.

Raj Ushalaya D. &Pachaiyappani (2014) conducted a study to evaluate teacher effectiveness. The results concluded that male and female secondary and higher secondary school teachers do not differ significantly in their teacher effectiveness and urban teachers were found to be more effective in their teaching than rural teachers. Significant difference in teacher effectiveness was found among the school teachers with respect to teaching experience and type of school management.

Umasankar Dash & Pranab Barmann (2016) attempted to study the level of Teaching Effectiveness of Secondary School Teachers in the district of

Purba Medinipur, West Bengal adopting Descriptive Survey method. In this study, Teaching Effectiveness of Teachers has been evaluated by their concerned students. The sample consists of 100 Teachers working in different Secondary Schools in the district of Purba Medinipur. The Stratified random sampling technique has been used for the selection of sample. The investigators developed a Scale to measure the level of Teaching Effectiveness of Teachers on the basis of Likert's five point scale. For the analysis of data Mean, S.D., t-Test, ANOVA and Graph have been used by the investigators in the present study. The results revealed that the Overall level of Teaching Effectiveness of Secondary School Teachers is good. It is also revealed that though there is no significant difference among the Secondary School Teachers regarding their level of Teaching Effectiveness on the basis of Gender, Stream, Training Status and Qualification, but it is found that there is significant difference among the Secondary School Teachers regarding their level of Teaching Effectiveness on the basis of School Location.

Umender Malik (2017) aimed at studying Teaching Effectiveness of school teachers in relation to Sense of Humor. The present study shows a positive correlation between Socio-Economic Status and Sense of Humor of secondary school teachers. A positive correlation of 0.199 was found between Teaching Effectiveness and Sense of Humor of secondary school teachers. On the other side a positive correlation of 0.2427 was found between the Teaching Effectiveness and Socio-Economic Status of secondary school teachers. The present study also found a positive correlation (0.2378) between Sense of Humor and Socio-Economic Status of secondary school teachers.

Raj Lakshmi Bhat (2017) in the present investigation studied the effect of Pre service teacher education on teaching effectiveness of Prospective teachers in relation to their gender and stream. The sample consisted of 200 Pupil teachers of central universities of Delhi. The teacher effectiveness scale developed and standardized by Umme kulsum was used The results show that the Impact of pre-service teacher education training on teaching effectiveness of the pupil-teachers

was found to be significant at 0.01 level of confidence. No significant effect of gender on teaching effectiveness of the pupil-teachers was found. The effect of stream on teaching effectiveness of pupil-teacher was found to be significant.

2.3 STUDIES RELATED TO TEACHER EMPOWERMENT:

Rinehart James S and Short Paula M. (1993) examined the relationship of the perceptions of teachers in three different teaching roles to a measure of empowerment and a measure of job satisfaction. They conducted a survey of 35 Reading Recovery teacher leaders, 141 Reading Recovery teachers, and 71 non-Reading Recovery teachers. Multivariate analysis was used to analyse the data and they fund that Reading Recovery teacher leaders perceive a greater sense of empowerment and job satisfaction than do Reading Recovery teachers and regular classroom teachers. Teacher leaders have more decision-making responsibilities in areas such as scheduling, budgeting, and curriculum and feel that they affect student learning. Creating school settings where participants experience greater empowerment may result in perceptions of greater job satisfaction. In turn, increased job satisfaction may enhance teacher performance, quality of working life, organizational effectiveness, and student performance.

James S. Rinehart, et. al., (1998) investigated the relationship of the principal's social influence and teacher empowerment. They found that teacher empowerment is most closely related to principal's social attractiveness (perceived similarity to teachers) and trustworthiness (perceived willingness to suppress one's own self-interest for the benefit of the school).

Helen M, et. al., (1999) studied two research streams and identifies those dimensions of the capacity for organizational learning that are also the themes of school restructuring. Data for the study was collected from 24 site-managed by public schools engaged in significant restructuring activities, 8 at each of three grade levels (elementary, middle, and high). Multilevel analyses demonstrated a strong and consistent relationship between organizational learning and teacher empowerment and they found that both as a school organizational characteristic and as an experience of individual teachers the relationship is particularly strong

for empowerment in the domains of teacher work life and student school experience.

Rivard et. al., (2004) study examined teacher empowerment through the development of individual and collective teacher efficacy. A content-centered staff development program implemented in a Michigan school district by the New Zealand Ministry of Education and Oakland University helped teachers develop efficacy in the teaching of mathematics and in the ability to design and implement student-centered instruction. Sample of the study was teachers, administrators, and teacher development personnel. They were interviewed extensively, and the results were analyzed to ascertain if a content-centered staff development program helped teachers become more confident in their teaching abilities and in their willingness to take an active role in helping other teachers implement instructional programs.

Pearson L. Carolyn and Moomaw William (2005) studied the relationship between teacher autonomy and job stress, work satisfaction, empowerment, and professionalism. Using a reliable and valid measure of curriculum autonomy and general teaching autonomy, it was found that as curriculum autonomy increased job stress decreased, but there was little association between curriculum autonomy and job satisfaction. It was also demonstrated that general teacher autonomy increased empowerment and professionalism. Also, as job satisfaction, perceived empowerment, and professionalism increased, job stress decreased and greater job satisfaction was associated with a high degree of professionalism and empowerment. The results of this study also indicate that autonomy does not differ across teaching level (elementary, middle, high school).

Moye, et. al., (2005) investigated the relationship between teacher empowerment and interpersonal level trust in the principal. An instrument was constructed to measure perceived teacher empowerment and level of interpersonal trust in the principal. Established measures of psychological empowerment and affect-and cognition-based trust were adapted for use in the study. Elementary

school teachers in an urban school district in the USA completed the survey instrument. They found that Teachers who perceived that they were empowered in their work environments had higher levels of interpersonal trust in their principals. Teachers who found their work personally meaningful, and who reported significant autonomy and substantial influence in their work environments had higher levels of interpersonal trust in principals.

Marty Hemric, et. al. (2010) conducted an empirical research to link teacher efficacy with student achievement. In this study, the researcher determined the perceived levels of empowerment and self-efficacy from 70 elementary teachers in two schools. Descriptive and predictive statistics were used to explore the degree to which perceived empowerment and self-efficacy were related in an attempt to discern if empowerment serves as an enabler to support teacher self-efficacy, and subsequently student achievement. The findings and inferences from this study suggest an organizational design that provides teachers control over conditions that influence their work life, and provides an interactive social system to foster trust, professionalism, collegiality, and collaboration around teaching and learning, may give teachers access to psychosocial experiences needed for the growth of their professional self-efficacy.

Jha and Avdhesh S. (2011) studied Teacher Empowerment and Institutional Effectiveness in Teacher Education. The study is restricted to the B.Ed. trainee teachers of Ahmedabad district and the study aimed to know the necessary general qualities, personal qualities, teaching qualities, student teacher relationship, behaviour, attitude and miscellaneous qualities required by a teacher in the classroom and amongst the students for teacher empowerment. 100 trainee teachers from ten different colleges were selected by purposive sampling from Ahmedabad district. Survey method was used in the study. They found that the necessary qualities required for teacher empowerment is the minimum necessary qualifications required for a teacher, general awareness, good and clear voice, simplicity, nobility, kindness, gentleness, generosity, activeness, honesty, humbleness, politeness, mildness, softness, intelligence, creativity, knowledge of

psychology, philosophy, technology, management, different methods, techniques, approach, content, various languages, presentation style, sense of humour, decency and humbleness. The other qualities required by a teacher are responsibility, course completion on time, duty oriented, unbiased, ideal and intimate in addition to bearing sympathy, mercy, spontaneity and good understanding. The teacher should not be fearful, angry, rude and revengeful but bear oneness, equality, love and affection for students and try to be friendly.

Costa and Ann Marie (2012) conducted a Mixed Methods Program Evaluation on the Effectiveness of a School Redesign Model on Teacher Empowerment and Student Achievement. This study used a convergent parallel mixed methods research design, which allowed for a comprehensive evaluation of the first Innovation School (IS). Activity theory, which conceptualizes change in systems involving human interaction, was the theoretical foundation of this study. The research questions focused on the efficacy of the autonomous school redesign model in involving stakeholders in participatory decision making, improving teacher collaboration, expanding teacher empowerment, and increasing student achievement on a state standardized assessment. Descriptive and statistical analyses of a pre-established survey on teacher empowerment were used to collect data, and student achievement was examined via parametric statistical analyses of standardized state achievement assessments of 3rd, 4th and 5th grade students. Independent and paired t-test analyses documented significant increases in teacher empowerment and student achievement test scores associated with the IS model. Qualitative data, focus group and individual interviews, were analyzed through open coding and deriving summative themes of stakeholder perceptions to extend the quantitative results. The combined findings demonstrated that the IS model significantly impacted teacher empowerment and student achievement. The implications for social change lies in giving stakeholders a voice and decision making authority. As a result, schools can become organizations where stakeholders, regardless of race, color, national origin, or educational attainment, become responsible for issues related to the teaching and learning of the entire school community.

Barge and Evie Taff (2012) conducted a study on Teacher Empowerment in the Implementation of Response to Intervention. The purpose of this study was to explore the impact of teacher empowerment on the implementation of RTI by examining teachers' experiences and measuring the students' progress on benchmark tests. Six teachers involved in the RTI implementation at Target Schools A and B were interviewed and observed, and their progress-monitoring data was examined. The effect of teacher empowerment was documented as the teachers began to take an active role in the RTI implementation at the school level by using their strengths in the classroom to lead the school staff in professional development to improve instruction in the RTI process.

Yin Hong biao and Lee, et. all (2013) studied the effect of Trust in colleagues on Teacher Empowerment in Mainland China,. 1646 teachers were surveyed and results indicate that although teachers scored positively on trust in colleagues, efficacy and empowerment, they had relatively lower scores on general teaching efficacy (GTE) and participation in decision-making. Trust in colleagues was a significant predictor of teacher empowerment. Personal teaching efficacy had a significant mediation effect on the relationship between trust in colleagues and teacher empowerment.

Karimzadeh, et., al. (2014) used an experimental research design to enhance teaching efficacy by social-emotional skills training in teachers. The statistical sample comprised of 68 elementary teachers (grades 4 and 5) with at least 10 years teaching experience and a bachelor's degree. They were randomly assigned to control (18 female, 16 male) and experimental (20 female, 14 male) groups. During ten weekly sessions of training the experimental groups learned a set of social-emotional skills (interpersonal-intrapersonal skills). Bar-On social emotional scales (adult version) and a researcher-made questionnaire for teaching efficacy were used to collect the required data. Independent t-tests, mix models of variance, multivariate analyses of variance, and regressions were used to compare the mean of social-emotional intelligence and its components and teaching efficacy differences between and within groups. The results showed that training

had a significant effect on increasing social emotional skills and its components of the experimental group teachers. This research also showed a positive correlation between the enhancement of emotional skills and effective teaching. To be most effective, emotional skills training programs need to be applied in the classroom consistently across the curriculum, and teachers' involvement with these skills is needed to promote their social-emotional abilities.

Mohammad Aliakbar and Fatemeh Azimi Amoli (2016) examined the effect of teacher empowerment on teachers' commitment and student achievement. A sample of 356 teachers at Payam-e-Noor University completed School Participant Empowerment Scale (SPES) developed by Short and Rinehart (1992) and Organization Commitment Questionnaire (OCQ) developed by Mowday et al.'s (1979). The results of structural equation modeling indicated the six dimensions of decision making, professional growth, status, self-efficacy, autonomy, and impact played a significant role in teacher commitment and student achievement. Teacher empowerment was found to be important in classroom and instructional decisions that enhance organizational effectiveness and improve student performance.

Darin Jan Tindowen (2019) conducted a descriptive and regression research to determine the influence of empowerment on organizational behaviors of 215 teachers in Catholic Higher Education Institutions in the Philippines. The results revealed that Catholic teachers have high levels of teacher empowerment. They were found to have high level of status, professional growth, self-efficacy, and impact and high level of decision-making and autonomy in scheduling and also organizational behaviors. Furthermore, three of the subscales of teacher empowerment tend to predict almost all dimensions of organizational behaviors of teachers in the school. The research concludes that Catholic Higher Education teachers are empowered to their organization as they feel respected, have opportunities for professional growth, feel efficient and effective in the classroom, and have the capacity to influence students and the school life. However, they do not have enough avenues to be involved in the decision-making process of their

institution and do not have enough freedom and opportunities to choose their own schedules and teaching loads. Furthermore, they exhibit positive organizational behaviors in their institutions as manifested in their strong attachment to their organization, high level of involvement to their work, harmonious relationship with their supervisors and middle level managers. Also, they exhibit discretionary actions that go beyond their functions, and have a desire and passion to continue and uphold the teaching profession.

Conclusions

Indian and foreign studies reviewed are related to different types of occupations viz., banking, nursing, medicine, industry, and private and public limited companies; in addition those relating to teaching profession.

Studies on Quality of Work Life were found to focus on a number of its dimensions which were considered for finding the job satisfaction of professionals. Most of the dimensions analyzed and studied were amenities at work, participation in decision making, planning and policies, working conditions, supervision and management, communication, career advancement, job safety and security, compensation, recognition and praise, interpersonal relations, job stress, job enrichment, motivation, age, marital status, promotion, salary, application of modern technologies such as computer and other electronic gadgets for information processing and retrieval.

The related literature and studies reviewed on Teaching Effectiveness were found to identify the factors that bring effective teaching effectiveness. The common and popular dimensions of Teaching Effectiveness considered and studied were competency, communication, socio-emotional climate, Systematic/business-like behaviour, classroom management, clarity, structure, warmth, enthusiasm, and opportunity to learn. Studies also examined the variables like teacher Effectiveness, Teacher commitment, organizational commitment, social support, extra work, self efficacy, and self regulated teaching factors which add to the Teaching Effectiveness of the teachers.

The related research studies reviewed on Teacher Empowerment identified a number of factors that bring empowered situations in a profession. The common and popular components of teacher empowerment considered and studied at the work place were Teacher Decision Making, Teacher Professional Development, Teacher Status, Teacher Autonomy, Teacher Impact, and Teacher Self Efficacy**.** Studies also examined the variables like job involvement, gender, work commitment, higher authority support for ascertaining factors which add to the Teacher Empowerment of the teachers.

Few studies exploring the relationship between Quality of Work Life dimensions with Teacher Empowerment and Teaching Effective dimensions revealed empirical evidences on the relationship between Teacher Empowerment, Teaching Effectiveness and Perceived Quality of Work Life.

The review of related studies on Quality of Work Life reveals that most of the research that have been conducted have emphasized on assessing the levels of the Quality of work life and its indicators. A few of them have studied the relevance of personality factors, and broader concepts of happiness and life satisfaction in view of QWL of people working in different sectors.

Most of them have investigated the Quality of Work Life of employees in various other private and public sectors. However studies attempting to study the Quality of Work Life of secondary school teachers in Indian conditions are very few. The review of related studies reveals that none of the studies have attempted to study the Quality of Work Life of secondary school teachers in relation to their Teaching Effectiveness and teacher Empowerment. According to the suggestions of results presented by Staines (1980) and Rousseau (1978) research on work life need to be based on the spheres of jobs to be studied. Consequently the results of findings obtained on quality of work life in other jobs may not be applicable to quality of work life of teachers. Hence this study attempts to bridge this gap in research related to Quality of Work Life, Teaching Effectiveness and Teacher Empowerment of teachers.

Chapter III

Methodology of the Study

CHAPTER – III

METHODOLOGY OF THE STUDY

In the previous chapter the review of related literature was presented and in this chapter presents the methodology of the study, viz., statement of the problem, objectives, hypotheses, operational definitions of key terms, variables of the study, sampling, design of the study, tools used for the study, statistical techniques adopted and limitations of the study.

3.1 STATEMENT OF THE PROBLEM:

The present study intends to analyse the level of Quality of Work Life, Teacher Empowerment and Teaching Effectiveness of Secondary School Teachers of Mysuru District and to find out the relationship among these variables.

Hence the present study is entitled,

"Quality of Work Life in Relation to Teacher Empowerment and Teaching Effectiveness of Secondary School Teachers"

3. 2 OBJECTIVES OF THE STUDY:

The following are the objectives of the study:

1. To assess the level of Quality of Work Life among Secondary School Teachers.
2. To assess the level of Teacher Empowerment among Secondary School Teachers.
3. To assess the level of Teaching Effectiveness among Secondary School Teachers.
4. To study the difference between the following categories of Secondary School Teachers in total Quality of Work Life and its indicators.
    (i) Male and Female
    (ii) More and Less Experienced

(iii) Government, Aided and Unaided Schools

5. To study the difference between the following categories of Secondary School Teachers in total Teacher Empowerment and its components.
   (i) Male and Female
   (ii) More and Less Experienced
   (iii) Government, Aided and Unaided Schools
6. To study the difference between the following categories of Secondary School teachers in total Teaching Effectiveness and its components.
   (i) Male and Female
   (ii) More and Less Experienced
   (iii) Government, Aided and Unaided Schools
7. To study the relationship between Quality of Work Life and Teacher Empowerment of Secondary School Teachers.
8. To study the relationship between Quality of Work Life and Teaching Effectiveness of Secondary School Teachers.
9. To study the relationship between Teacher Empowerment and Teaching Effectiveness of Secondary School Teachers.
10. To study the main and interaction effect of Teacher Empowerment and Teaching Effectiveness on quality of work life of Secondary School Teachers.

3.3 HYPOTHESES OF THE STUDY:

The following null hypotheses were formulated in pursuance to the objectives of the study.

Major Null Hypothesis Ho. 1

There is no significant difference between / among the following categories of secondary school teachers in Total Quality of Work Life.

(i) Male and Female
(ii) More and less experienced
(iii) Government, Aided and Unaided Schools

Major Null Hypothesis Ho. 2

There is no significant difference between /among Job Security, Equitable pay and Rewards, Justice in the work place, supervision, Meaningful and Interesting Work, Control over Self, Work and Work Place, Decision Making opportunities, Growth Opportunities, Feedback and Knowledge of Results, Work Authority, and Recognition of Contribution – Indicators of Quality of Work life of Secondary School Teachers belonging to the following categories

(i) Male and Female
(ii) More and Less experienced
(iii) Government, Aided and Unaided Schools.

Major Null Hypothesis Ho. 2

There is no significant difference between / among Decision Making, Professional Development, Teacher Status, Self-Efficacy, Autonomy, and Impact – Components of Teacher Empowerment of Secondary School Teachers belonging to the following categories.

(i) Male and Female
(ii) More and Less Experienced
(iii) Government, Aided and Unaided Schools.

Major Null Hypothesis Ho. 3

There is no significant difference between / among Socio-Emotional Climate, Competence, Communication, Systematic Behaviour, Classroom Management, Clarity, Structure, Warmth, Enthusiasm, opportunity to learn – Areas of Teaching Effectiveness of Secondary School Teachers belonging to the following categories.

(i) Male and Female
(ii) More and Less Experienced
(iii) Government, Aided and Unaided Schools.

Major Null Hypothesis Ho. 4

There is no significant relationship between Quality of Work Life and teacher Empowerment of Secondary School Teachers

Major Null Hypothesis Ho. 5

There is no significant relationship between Quality of Work Life and Teaching Effectiveness of Secondary School Teachers.

Major Null Hypothesis Ho. 6

There is no significant relationship between Teacher Empowerment and Teaching Effectiveness of Secondary School Teachers.

Major Null Hypothesis Ho. 7

There is no significant main and interaction effect of Teacher Empowerment and Teaching Effectiveness on Quality of Work Life of Secondary School Teachers.

3.4 VARIABLES OF THE STUDY:

The following are the variables of the study:

Main Variables:

- Quality of Work Life
- Teacher Empowerment
- Teaching Effectiveness

Background Variables:

Gender: Male and Female

Length of Experience: More Experienced and Less Experienced

Type of School: Government, Aided and Unaided Schools.

3.5 OPERATIONAL DEFINITION OF KEY TERMS:

- **QUALITY OF WORK LIFE**

Quality of work life is the perception of the teachers about their work environment, organization and the people associated with them at their work place, with the human, technical and economic dimension. Quality of Work Life is indicated by the extent to which their work has caused them to experience a more satisfactory work life. The indicators of Quality of Work Life in this study are:

- ***Job Security:*** refers to the feeling of fearlessness of a teacher towards the probability of him / her loosing the job and becoming unemployed.

- ***Equitable Pay and Rewards:*** refers to equal pay and rewards for equal work in the educational organization. It is the degree to which the institution follows fair procedure in giving promotion and reward for efficient and effective work.

- ***Justice in the Work Place:*** refers to undifferentiated application of rules and regulations to all those teachers working in the educational organization. It refers to teachers being given equal opportunity to attend in-service training programmes, seminars, workshops and freedom to express their views.

- ***Supervision:*** refers to the act of the management in maintaining and regulating teacher's work, interpersonal relationship, development of team spirit, encouragement to work, providing objective feedback and career guidance to their teachers.

- ***Meaningful and Interesting Work:*** refers to the extent to which the teacher's work is able to hold their attention. It is the degree to which teachers find their work to have significance and purpose, the contribution their work makes to find meaning in their life and the means for their work

to make positive contribution to individuals, family, community and the society at large. It is also the extent to which the sense of fulfillment and enjoyment they get from their work.

- ***Control over Self, Work and Work Place:*** refers to the sense of having control over self, work and work place, recognition of self at work, ability to exercise restraint over one's feelings, emotions and reactions at work place, and control over the way the teachers perform their job and also the degree to which they are able to gain authority and autonomy at work place.

- ***Decision Making Opportunities:*** refers to the chances given to the individual teacher to select a course of action among several alternatives in the educational system. It refers to the openings for a teacher to participate and express his/her opinion during the decision making process in the organization. It also refers to the opportunities provided to a teacher to take decisions on adopting new teaching methods, new techniques of evaluating student learning, finding their own solutions to the problems they face and adopting them in schools, and implementing new strategies for improvement of the existing educational practices.

- ***Growth Opportunities:*** refers to the circumstances at work place that are favorable for continuous professional growth of a teacher by means of expanding his/ her knowledge, capabilities, enrichment of their competencies and qualification. It also refers to creation of situations suitable for their career development, promotions, and future prospects in the job.

- ***Feedback and Knowledge of Results:*** Feedback refers to the information given to the teacher about their performance for future improvement by their higher authorities, colleagues, parents and students. Knowledge of results refers to the adequacy of information a teacher receives about the effect and extent of success of their work.

- ***Work Authority:*** refers to the power to enforce and communicate corrective measures, judge suitability of the prevalent learning environment, flexibility for expressing their ideas and freedom to adopt innovative methods in the teaching learning process, responsibility and duty of the teacher to take immediate action about their work, discuss and determine corrective measures with personnel involved in the educational process of the organization, review and revise measures if necessary.

- ***Recognition of Contribution:*** refers to the feeling of a teacher being appreciated for their performance. It is the official act by which the teacher receives acknowledgement of their achievement, service and merit, which results in enhancement of their self esteem. In the present education system recognition of contribution may take the form of rewards, awards, promotions and additional responsibilities bestowed on the teacher by the higher authorities.

Total Quality of Work Life*:* is indicated by the sum total of the scores on all the indicators of Quality of Work Life.

In the present study, Quality of Work Life of Teachers is represented by the total scores obtained by the teachers on Teacher's Quality of Work Life Scale that was constructed by the researcher. The teachers are categorized into three levels based on their Quality of Work Life as those possessing high, moderate and low Quality of Work Life.

- **TEACHER EMPOWERMENT:** Teacher Empowerment is a process, which will affect the teacher and would lead more or less automatically to more favorable situations. It refers to the teachers right to participate in the determination of school goals, policies and practices and to exercise professional judgment about what and how to teach and evaluate.

  The components of Teacher Empowerment in this study are:

- **Teacher Decision Making:** refers to teachers involvement in making decisions concerning aspects of designing and planning the teaching and learning process that includes curriculum, textbooks, scheduling, planning, personnel selection, and goal setting. Their involvement must have an impact on final decisions. Teachers involvement in decision making will result in teachers being responsible for solving problems.
- **Teacher Professional Development:** refers to the commitment and efforts of the teacher provided the opportunity for continuous professional growth. Teachers feel more empowered when they are knowledgeable about their subject and skillful in the act of teaching.
- **Teacher Status:** Status refers to the professional respect and acknowledgement that teachers receive from peers for their expertise. Teachers feel that the status of the profession has suffered because of the public's low opinion of public education.
- **Teacher Autonomy:** refers to teachers believing that they have control over certain aspects of their work and is directly related to their freedom to make decisions that allows for growth essential to success. Autonomy creates a greater interest in teaching, increases collaboration, and increases self-esteem.
- **Teacher Impact:** refers to the teacher's need to have an influence on the teaching and learning process. Teachers knowledge about their self-value to the organization and the awareness that they are positively affecting the teaching and learning process leads them to believe their ideas will be put into practice.
- **Teacher Self Efficacy:** refers to teachers believing that they possess the skills to perform their job. Their knowledge that they are competent to make a difference increases as teachers develop competence. When teachers possess the required skills and abilities and believe their knowledge of teaching and learning is of value; they feel more empowered.
- ***Overall Teacher Empowerment:*** is indicated by the sum total of the scores on all the components of teacher empowerment.

In the present study, Teacher Empowerment is represented by the total scores obtained by the teachers on Teacher Empowerment Scale that is constructed by the researcher. The teachers are categorized into three levels based on their Empowerment as those with high, moderate and low Empowerment.

- **TEACHING EFFECTIVENESS:** Teaching Effectiveness is the collections of characteristics, competencies and behaviors of teacher's at all educational levels that enable students to reach desired outcomes. In the present study the researcher used the term Teaching Effectiveness refers to effectiveness of teaching delivered by the teachers in the following dimensions- (i) socio-emotional climate, (ii) competency, (iii) communication, (iv) systematic/businesslike behaviour, (v) classroom management, (vi) clarity, (vii) structure, (viii) warmth, (ix) enthusiasm, and (x) opportunity to learn.

In the present study Teaching Effectiveness of secondary school teachers is represented by their scores on Students Ratings of Teaching Effectiveness Scale developed by Deshpande, Shashikal (1991).

- **TYPE OF SCHOOL:**

In this study the following three categories of schools were considered:

- **Government School:** Schools which are established, funded and managed by Government of Karnataka are classified as Government Schools.
- **Aided Schools:** Schools which are established and owned by private management and funded by Government of Karnataka are classified as Aided Schools.
- **Un-aided Schools:** Schools which are established, owned, funded and managed by private management and recognized by Government of Karnataka are classified as Un-aided Schools.

- **LENGTH OF TEACHING EXPERIENCE:**

In the present study Length of Teaching Experience refers to the total number of years of experience in teaching from the beginning of a teacher's career (irrespective of the institutions/schools where they worked) till the date of the teachers filling the tools.

In the present study, teachers are categorized into two groups on their teaching experience viz.,

- **More Experienced:** Teachers working for ten years and more were considered as more experienced teachers.
- **Less Experienced:** Teachers having below ten years of experience were considered as less experienced teachers.

3.6 METHOD OF THE STUDY:

The study is a descriptive survey. The researcher personally visited the schools and administered the Teacher's Quality of Work Life Scale, Teacher Empowerment Scale and Students Rating Teaching Effectiveness Scale to the selected sample of teachers and students. The teachers and students were informed about the purpose of this research study. They were instructed to fill in the tools and necessary clarifications were given. Sufficient time was given to the teachers and students to fill the tools.

3.7 SAMPLING:

The secondary school students and teachers teaching in Government, Private aided and Private unaided secondary schools in seven Taluks of Mysuru, namely, Mysuru, Hunsur, Piryapatna, K. R. Nagara, H. D. Kote, Nanjangudu, and T. Narsipura of Mysuru District formed the population of the study.

Multistage sampling technique was adopted for the study. Selection of the sample for the study was done in two stages. In the first stage the schools were

selected, in the second stage the teachers and students were selected from these schools.

Stage I:

In the present study 10% of 663 Schools (total) that is 67 schools were selected using proportionate stratified random sampling technique giving representation to Mysuru, Hunsur, Piryapatna, K. R. Nagara, H. D. Kote, Nanjangudu, and T. Narsipura Taluks of Mysuru District. Forty nine schools in Mysuru, Nine schools from Hunsur, seven schools from Piryapatna, nine schools from K. R. Nagara, seven schools from H. D. Kote, nine schools from Nanjangudu, and nine schools from T. Narsipura formed the population of schools in Mysuru district. The number of schools selected from each Taluk was proportionate to the total number of schools in that Taluk of Mysuru District.

Stage-II:

All the teachers teaching Ninth Standard from the 67 selected schools from the seven Taluks of Mysuru district were included as the sample in the study.

Ten students were randomly chosen from each selected school to rate their teachers' altogether.

Table No. 3.1: Table showing the sample of school teachers and students drawn from the seven Taluks of Mysuru District.

Name of the Taluk	Number of schools selected	Number of teachers working in selected schools	Number students selected
Mysuru	(326) 33	218	330
Hunsur	(59) 6	52	60
Piryapatna	(44) 4	46	40
K. R. Nagara	(62) 6	53	60
H. D. Kote	(55) 6	48	60
Nanjangudu	(57) 6	50	60
T. Narsipura	(60) 6	46	60
Total Sample of the study	**67**	**513**	**670**

Source: List of Schools from of the DDPI office (2015-16)

( ) - Total number of schools in the seven Taluks of Mysuru District.

3.8 TOOLS USED FOR COLLECTION OF DATA:

The tools used to collect the data by measuring the variables are shown in table no. 3.2

Table No. 3.2: Table showing tools used for collection of data with respect to the variables of the study.

Variables to be measured	Tools used	Constructed by
Quality of Work Life (QWL)	Teacher's Quality of Work Life Scale (TQWLS) (English and Kannada Version)	Dr. Manju N. D and Dr. G. Sheela
Teacher Empowerment	Teacher Empowerment Scale (English and Kannada Version)	Dr. Manju N. D and Dr. G. Sheela
Teaching Effectiveness	Student Rating of Teaching Effectiveness	Dr. Shashikala Deshapande

3.8.1 Teacher's Quality of Work Life Scale (TQWLS):

Teacher's Quality of Work Life Scale has been developed by Dr.Manju.N.D and Dr. G. Sheela with the purpose of measuring Quality of Work Life of teachers. The scale contains 75 items. The tool consists of eleven indicators of Quality of Work Life related to teachers work life. The eleven indicators based on which the items were constructed are: Job Security, Equitable pay and rewards, Justice in the work place, Supervision of the institution, meaningful and interesting work, Control over Work and work place, Decision making opportunities, Growth opportunities, Feedback and knowledge of results, Work authority, and self citation in reference Recognition of contribution.

Reliability of the scale was established through Test –Retest method and Cronbach's Alpha method. The obtained test retest reliability for the English version of the tool was found to be 0.982 and for the Kannada version was found to be 0.951. Cronbach's Alpha reliability for the English version was found to be 0.927 for the Kannada version it was found to be 0.884, which indicates high

reliability. Both the reliability coefficients were found to be high and significant at 0.01 level of significance (2 tailed).

The English version of the Teacher's Quality of Work Life Scale is presented in Appendix A. The Kannada version of the Teacher's Quality of Work Life Scale is presented in Appendix B.

Table No. 3.3: Table showing the number of items with respect to the eleven indicators of Teacher's Quality of Work Life Scale.

Sl. No	Indicators of Quality of Work Life	Item Numbers	Total
1	Job Security	1,12,23,34,45,56	6
2	Equitable pay and rewards	2,13,24,35,46,57	6
3	Justice in the work place	3,14,25,36,47,58,64,67,69,71,73,75	12
4	Supervision of the institution	4,15,26,37,48,59,65,68,70,72,74	11
5	Meaningful and interesting work	5,16,27,38,49,60	6
6	Control over Work and work place	6,17,28,39,50,61	6
7	Decision making opportunities	7,18,29,40,51	5
8	Growth opportunities	8,19,30,41,52	5
9	Feedback and knowledge of results	9,20,31,42,53	5
10	Work authorities	10,21,32,43,54,62	6
11	Recognition of contribution	11,22,33,44,55,63,66	7
Total			75

3.8.1.1 Scoring Procedure:

The item numbers 2, 3, 4, 5, 6, 8, 9, 11, 14, 15, 16, 17, 19, 20, 21, 22, 23, 24, 25, 28, 29, 30, 31, 32, 33, 36, 37, 39, 40, 41, 42, 43, 44, 45, 47, 48, 49, 50,51, 52, 53, 55, 56, 58, 60, 61, 64, 65, 66, 67, 68, 69, 71, 72, 73, 74, 74, 75 are positive items. The responses strongly agree, agree, undecided, disagree, strongly disagree were scored as 5, 4, 3, 2, and 1 respectively. The item numbers 1, 7, 10, 12, 13,

18, 26, 27, 34, 35, 38, 46, 54, 57, 59, 62, 63, 70 are negative items and are scored in the reverse order as 1,2,3,4, and 5. The total score of each respondent was the total algebraic scores of the 75 items. The score range is from 75 to 375. The higher the score in this scale the greater will be the Quality of Work Life of secondary school teachers.

3.8.2 Teacher Empowerment Scale

Teacher Empowerment Scale was constructed by Dr. Manju N. D and Dr. G. Sheela in order to measure the empowerment of school teachers. The teacher empowerment scale measures the empowerment of a teacher in every day working situation.

3.8.2.1 Construction of Teacher Empowerment Scale:

The investigator thoroughly examined the existing scales to measure teacher empowerment. The existing scales measured empowerment of employees in various other fields and could not be used for the present study. Many of the existing tools were constructed for employees in the field of management and for those working in factories companies, banking and public sector. Empowerment of teachers was measured by School Participant Empowerment Scale (SPES) by Rinehart, James S. Short, Paula M. (1992). Psychological empowerment scale developed by Spreitzer, (1995), Leader empowering behavior scale by Konczak, Stelly and Trusty (2000), and Psychological Empowerment Scale by Wang and Zhang (2012). But there were no suitable scales available in Indian setting to measure the teacher empowerment of secondary school teachers. In view of the non availability of a suitable scale to measure the empowerment of secondary school teachers, hence the investigator felt an imperative need to construct a suitable one for the present study.

In order to delimit and identify the constructs for the scale, the investigator reviewed literature related to Teacher Empowerment discussed by (Rinehart, James S. Short, Paula M. (1993), James S. Rinehart, et al., (1998), Helen M et., al. (1999), Henson and Robin K. (2001), Dee et. al (2003), Rivard et. al., (2004),

Pearson, L. Carolyn and Moomaw, William (2005), Moye, et. al., (2005), Melissa Jones (2006), Houser , et., al. (2009), Nath, Baiju K (2009), Marty Hemric, et. al. (2010), Jha and Avdhesh S. (2011), Yearian and Stephanie Jo (2011), Costa and Ann Marie (2012), Barge and Evie Taff (2012), Yin, Hong-biao; Lee, et. all (2013), Kimwarey M. C , Chirure H.N, and Omondi M (2014), Karimzadeh, et., al. (2014), Mohammad Aliakbar and Fatemeh Azimi Amoli (2016)). From the insights of this review, nine components of teacher empowerment were listed out and expert's opinion regarding their relevance with the concept of Teacher Empowerment was sought. The suggestions of the experts from the field of Education, Psychology, Management and their judgment helped to finalise six components which determined the teacher empowerment of secondary school teachers. The six components of Teacher Empowerment identified were:

1. Teacher Decision Making
2. Teacher Impact
3. Teacher Status
4. Teacher Autonomy
5. Teacher Professional Growth
6. Teacher Self Efficacy

These components were defined operationally. The identification of the components of teacher empowerment and defining them operationally lead the investigator to construct 80 items for the draft scale. Items with similar meaning were combined and as a result 70 items emerged. The items were further reviewed to make them precise and meaningful, keeping in the mind the informal criteria suggested by Wong (1932), Thurstone and Chave (1929), Likert (1932), Bird (1940), Edwards and Kilpatrick (1948), and Edwards (1957). These 70 items were given to experts from the field of Education and Psychology to obtain authenticity of each statement in its capacity to measure Teacher Empowerment of secondary school teachers. Based on the approval of the experts, 63 statements were selected and five were deleted. Few of the 63 statements selected were also refined based on the suggestions given by the experts. The items were also content validated by

the experts. Few items were structured in to negative format as suggested by the experts. The 63 items selected and finalized were randomized before administering them to secondary school teachers. The 63 items were translated into Kannada to construct the Kannada version of the scale. Both the English and Kannada version of the scale were tried out on 100 secondary school teachers.

3.8.2.2 Tryout of Teacher Empowerment Scale:

The purpose of the tryout of the scale was to

1. determine the discriminating power of each statement so that the statements could be selected for the final scale in order that it may constitute an effective measuring instrument.
2. determine the validity of the items for selection in the final scale.

100 secondary school teachers were selected from secondary schools of Mysuru city by adopting stratified random sampling procedure for tryout of the scale. The sample included both male and female teachers who were selected from Government, Aided and Unaided secondary schools of Mysuru.

Table No. 3.4 gives details of the sample of teachers selected for the tryout of Teacher Empowerment Scale.

Table No. 3.4: Table depicting details of sample of teachers selected for tryout of Teacher Empowerment Scale

Type of School	Number of Teachers		Total
	Male	Female	
Government	8	12	20
Aided	12	16	28
Unaided	18	34	52
Total	38	62	100

The scale was administered to secondary school teachers and clear instructions were given as to how the respondents should answer the items.

3.8.2.3 Item Analysis

After scoring the 100 scripts, they were arranged in descending order of their total score with the scripts of highest score at the top and the scripts of lowest score at the bottom. The top 27 percent and the bottom 27 percent from the 100 scripts were separated and used for item analysis. For each statement 't' value was calculated following the procedure suggested by Allen. L. Edwards (1969, p.153).

The items and their 't' values are shown in table no. 3.5

Table No. 3.5: Table showing items of the draft of Teacher Empowerment Scale and their corresponding 't' values.

Sl. No	Statements	't' value
1.	I participate in meetings convened to take important decisions for our institution.	1.26
2	I am involved in making decisions about implementing new programmes in our institution.	2.15
3	My advice is considered while allocating budget to various programmes in our institution.	3.25
4	I am given responsible positions in our institution which needs me to take important decisions.	2.70
5	My higher authorities believe in my decision making ability.	2.0
6	I have the freedom to take decisions about co-curricular activities conducted in school.	3.15
7	I am involved in preparation of class time table.	2.80
8	I take decision about activities for evaluation of students.	1.90
9	School authorities deny my membership in decision making bodies.	1.78
10	Academic achievement of my students is high.	2.10
11	My presence in the staff room has an impact on my colleagues.	1.92
12	I have made my students independent learners.	2.14
13	My colleagues seek my feedback often.	0.96
14	Most of my students consider me as a model.	1.15
15	My colleagues seek my advice professionally.	3.0

16	My colleagues consider it an opportunity to work with me.	2.15
17	I observe that I have a strong influence on other teachers and students.	1.80
18	I focus on solving problems instead of finding faults in my colleagues.	3.15
19	I perceive that I have the ability to influence others.	1.23
20	Many of the parents of my students appreciate me since students try to follow my instructions.	1.75
21	I have a high influence on other people in the society.	2.10
22	My advice is solicited by others.	2.0
23	My colleagues me.	2.75
24	My school respects my dignity.	1.27
25	Higher authorities of my school recognize my contributions.	3.0
26	I am appropriately paid for what I deserve.	1.95
27	I feel teachers have low status in present society.	1.79
28	I believe that I am respected because of my profession.	4.12
29	I feel I am important in the school.	2.40
30	I feel my profession is an honorable one.	1.90
31	I feel I make a significant difference in my student's lives.	2.78
32	Teaching is the noblest profession.	0.56
33	As a teacher I am highly respected in the society.	3.52
34	I have the privilege to take decisions about the methods I adopt in teaching.	2.19
35	I have the freedom to adjust my work schedule if need be.	2.0
36	I frame my own guidelines regarding teaching.	1.89
37	I am free to choose learning activities for students in my class.	2.15
38	The materials I use in my class are chosen by me.	1.52
39	I have to just follow what my authorities tell me and I am not allowed to select evaluation activities.	2.42
40	I am allowed to take initiative to assess my skills and seek appropriate training.	1.85
41	I have the freedom to decide on which training programmes I need to attend.	2.0
42	In my institution higher authorities have given me the freedom to select and attend seminar.	2.15
43	I have the freedom to prepare new learning materials for my students.	1.96
44	I am allowed to decide on the learning experience to be provided to students.	3.0

45	Teachers in our institution are free to adopt team teaching methods and select their members to the team.	2.15
46	I have the opportunity to attend in-service workshops frequently.	1.87
47	All are given the opportunities to pursue higher studies in our institution.	3.41
48	The higher authorities of our institution encourage me to visit other schools so that I can incorporate effective strategies followed there.	2.56
49	I am working in a professional environment.	3.75
50	I keep receiving good training to do my job.	2.13
51	In our institution me and my colleagues share information about online courses.	1.80
52	I have good resources in my institution to grow professionally.	1.90
53	I conduct action research to solve difficulties and improve my educational practices.	2.87
54	In our institution conferences are arranged to enhance the knowledge of teachers.	1.89
55	In my institution supports my academic growth.	3.12
56	My colleagues will help me if I need their help for career planning.	2.16
57	Me and my colleagues are discussing about correspondence courses for professional improvement.	2.67
58	My higher authorities guide me for my career development.	0.89
59	My higher authority gives me constructive feedback about my work.	1.20
60	I receive encouragement to come up with new and better ways of doing things.	2.48
61	I have received adequate feedback and guidance from my colleagues.	1.20
62	I have the opportunity for professional development in my institution.	1.32
63	In my school professional information is freely shared among my colleagues.	0.98
64	I evaluate the effectiveness of my own teaching in light of my student's feedback.	3.20
65	I promote a positive attitude towards learning in my students.	2.14
66	If a student in my class is indiscipline I am able to redirect him/her.	2.17
67	I am able to assist my students in improve and motivating them to learn.	2.78
68	I possess skills required to work with my colleagues.	1.78
69	I have confidence in my ability to supervise and evaluate my students.	2.15
70	I can help my students to achieve better academically.	3.12
71	I have the ability to complete task to achieve my goals	2.78
72	I perform effectively on many different positions in my school.	2.45

73	I deal efficiently with unexpected events.	1.95
74	I find solutions to any problems.	2.70

The value of 't' is a measure of the extent to which a given statement differentiates between the high and low groups. 't' values equal to or greater than 1.75 indicates that the average response of the high and low groups to a statement differ significantly (Edwards, 1969). It is seen from table no 3.5 that 65 items out of the 74 were found to have 't' value greater than 1.75. After reviewing the 65 items two items were found to be similar and hence those items were deleted. Thus the final form of the Teacher Empowerment Scale consisted of 63 items which 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29, 30, 31, 32, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, and 63 were positive and 8, 18, 23, 33, and 50 were negative statements.

The item numbers belonging to the five components of Teacher Empowerment is shown in table no.3.6.

Table no. 3.6: Table showing item numbers corresponding to the components of Teacher Empowerment Scale.

Sl. No	Components	Item Number	Total
1	Teacher Decision Making	1, 7, 13, 19, 25, 31, 37, 43, 49	9
2	Teacher Impact	2, 8, 14, 20, 26, 32, 38, 44, 50, 55, 59	11
3	Teacher Status	3, 9, 15, 21, 27, 33, 39, 45, 51	9
4	Teacher Autonomy	4, 10, 16, 22, 28, 34, 40, 46, 52, 56, 60	11
5	Teacher Professional Growth	5, 11, 17, 23, 29, 35, 41, 47, 53, 57, 61, 63	12
6	Teacher Self Efficacy	6, 12, 18, 24, 30, 36, 42, 48, 54, 58, 62	11

3.8.2.4 Scoring Procedure: the item numbers 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29, 30, 31, 32, 34, 35, 36,

37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, and 63 are positive items. The responses Strongly Agree, Agree, Undecided, Disagree are scored as 5, 4, 3, 2, and 1 respectively. The item numbers 8, 18, 23, 33, and 50 are negative items. The scoring is reversed as 1, 2, 3, 4, and 5 for these negative items. The score of each respondent was the algebraic sum of the scores on the 63 items. The total scores of a teacher on this scale range from 63 to 315. The higher the score on this scale secondary school teacher will be more empowered. The validity and reliability was established for the final tool consisting of these 63 items.

3.8.2.5 Validity of the scale:

i. Face validity: The tool possesses face validity.

ii. Content Validity: The items of both the English and Kannada versions of Teacher Empowerment Scale were examined by experts from the field of Education, Psychology and Management to determine whether they cover the representative sample of the situations that measure Teacher Empowerment of secondary school teachers. The scale includes statements that represent the six components of teacher empowerment namely, Teacher Decision Making, Teacher impact, Teacher Status, Teacher Autonomy, Teacher professional Growth, and Teacher Self Efficacy. Due weightage was given to all the components while constructing the items. Thus the Teacher Empowerment Scale was found to have content validity as experts opined that the items measured teacher empowerment.

iii. Construct Validity: The tool possess construct validity since the items included in the final tool have 't' values equal to 1.75 or more than 1.75 (Allen. L. Edwards).

3.8.2.6 Reliability of the Scale:

Test-Retest and Cronbach's Alpha reliability co-efficient were calculated to establish reliability of the scale.

i. **Test-Retest Reliability:** The English version of the final scale consisting of 63 items selected through the process of item analysis was administered to 100 English medium teachers and the Kannada version of the scale was administered to 100 Kannada medium teachers belonging to Government, Aided and Unaided schools in Mysuru city in order to establish reliability of the tool both the English and Kannada versions of the scales was re administered to the same sample of 200 secondary school teachers. 100 each from English and Kannada medium with a gap of one month between the two administrations. The co-efficient of correlation was computed between test and retest scores. The obtained reliability co-efficient for the English version of the tool was found to be 0.915 and for the Kannada version it was found to be 0.918 Hence the tool was found to be highly reliable.

ii. **Cronbach's Alpha reliability:** Crobach's Alpha method was employed to determine the reliability of the Teacher Empowerment Scale. Cronebach's Alpha reliability for the English version was found to be 0.951 and for the Kannada version was found to be 0.928 which indicates high reliability of the scale.

The English version of the Teacher Empowerment Scale is presented in Appendix C. The Kannada version of the Teacher Empowerment Scale is presented in Appendix D.

3.8.3: Students Rating of Teaching Effectiveness Scale (SROTES):

This rating scale has been developed by Shashikala Deshpande (2001). The final form of the rating scale consists of 42 items. (15 favorable and 27 unfavorable). The students had to rate teacher on a five point scale: Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. The items are distributed among 10 areas viz, Socio- emotional climate, competence, communication, systematic business like behaviour, classroom management, clarity, structure, warmth, enthusiasm and opportunity to learn. The area wise serial numbers of favorable and unfavorable items are as follows:

Table No. 3.7: Table showing area wise serial number of favorable and unfavorable Items:

Sl. No	**Area**	**Serial no. of items**		**Number of items**
1	Socio Emotional Climate	F*	7, 25, 36, 42	11
		UF**	9, 13, 15, 17, 19, 35, 40	
2	Competence	F	2, 29, 30, 41	5
		UF	31	
3	Communication	F	8, 21	4
		UF	4, 33	
4	Systematic Behaviour	F	-	4
		UF	3, 20, 28, 39	
5	Classroom management	F	-	6
		UF	1, 5, 6, 12, 27, 37,	
6	Clarity	F	-	1
		UF	11	
7	Structure	F	24	2
		UF	14	
8	Warmth	F	10, 26	5
		UF	16, 18, 23	
9	Enthusiasm	F	-	2
		UF	22, 32	
10	Opportunity to learn	F	34, 38	2
		UF	-	
Total Number of Items				**42**

*F-Favorable

** UF-Favorable

3.8.3.1 Scoring Procedure: Favorable items are scored as 5, 4, 3, 2, 1 and unfavorable items as 1, 2, 3, 4, 5 depending upon the responses of the students to the statements. The scores of the teachers being evaluated by a single student is the sum of total of the scores on the 42 items in the rating scale. The theoretical range of scores is from 42 to 210 with the higher score indicating greater perceived effectiveness of the teacher.

The Cronbach Alpha reliability of the scale was found to be 0.8059 and the split half reliability was 0.8446.

The English version of the Students Rating of Teaching Effectiveness Scale (SROTES) is presented in Appendix E. the Kannada version of the Students Rating of Teaching Effectiveness Scale (SROTES) is presented in Appendix F.

3.8.4 PERSONAL DATA SHEET

Personal Data sheet was prepared by the investigator and it consisted of items seeking information about the personal details viz., name and address of the school, gender, type of the School (Government, Aided or Unaided), amd Name of the Taluk.

3.9 PROCEDURE FOLLOWED FOR COLLECTION OF DATA

The tools namely, Teacher's Quality of Work Life Scale (TQWLS), Teacher Empowerment Scale and Students Rating of Teaching Effectiveness Scale (SROTES) along with the Personal Data Sheet were administered to the selected sample of secondary school teachers and students. Necessary instructions and clarifications wherever required were given to teachers and students for answering the tools provided to them. There was no time limit to answer the tools. However, they were requested to complete the task as early as possible and not to leave any items unanswered they were collected back by the researcher.

The three tools were then collected back by the researcher and the filled scripts were later scored and the data was obtained for further analysis.

3.10 STATISTICAL TECHNIQUES USED TO ANALYZE THE DATA:

To analyze the collected data SPSS package version 17.0 was used and all the hypotheses were tested at 0.05 and 0.01 levels of significance. For the analyses of the data the following statistical techniques were used:

- ✓ ***Descriptive Statistics:*** Mean, Standard Deviation and Percentage Analysis were employed to study the level of Quality of Work Life, Work Culture and Job Stress of Secondary School Teachers.

✓ ***Inferential statistics:***

- **'t' test:** t test of significance for difference between Means was used to find the difference between various categories of secondary school Teachers with respect to Quality of Work Life, Work Culture and Job Stress in total and also with respect to their components.

- **One Way ANOVA:** was used to find the significance for difference between means among teachers of different categories namely type of school, and educational division, with respect to Quality of Work Life, Work Culture and Job Stress.

- **Two Way ANOVA:** was used to find out the main and interaction effects of Work Culture and Job Stress on Quality of Work Life of Secondary School teachers.

- **Pearson Product Moment Correlation:** was used to find the relationship between Quality of Work Life and Work Culture and Quality of Work Life and Job Stress.

3.11 LIMITATION OF THE STUDY

The limitation of the study is:

➢ Teacher Empowerment Scale constructed by the investigator for this study were not standardized. Their reliability and validity was established.

Chapter IV

Analysis of Data and Interpretation of the Results

CHAPTER IV

ANALYSIS OF DATA AND INTERPRETATION OF THE RESULTS

In the previous chapter the details of the methodology, which includes title of the study, objectives of the study, hypotheses, variables, sampling procedure, tools used for the collection of data, and statistical techniques have been presented. This chapter presents the analysis of the data collected and interpretation of the results.

In the present study Quality of Work Life, Teaching Effectiveness, and Teacher Empowerment of secondary school teachers were considered as the main variables, and Gender, Length of Teaching Experience, Type of Schools were considered as background variables.

The rcores of secondary school teachers on the Teacher's Quality of Work Life Scale, Teaching Effectiveness Scale and Teacher Empowerment Scale constituted the data for the present study. The data were tabulated and statistically analyzed using SPSS software for Windows (version 17.0). Percentage Analysis, Independent sample 't'- test, One Way Analysis of Variance, Two Way Analysis of variance, and Pearson Product Moment Correlation were used to analyze the data.

The analysis of the data is presented under the following four sections in this chapter:

- **Section I:** This section deals with the analysis related to assessing the levels of Quality of Work Life, levels of Teaching Effectiveness and levels of Teacher Empowerment among secondary school teachers.

Section I is divided into three sub sections:

- ***Sub-Section 1*** is related to assessment of the levels of Total Quality of Work Life of secondary school teachers and also gender- wise,

length of experience wise, Type of school- wise and Taluk wise assessment of its levels.

- ***Sub-Section 2*** is related to assessment of the levels of Total Teaching Effectiveness of secondary school teachers and also gender- wise, type of school- wise, and Taluk wise assessment of its levels.
- ***Sub-Section 3*** is related to assessment of the levels of Total Teacher Empowerment of secondary school teachers and also gender- wise, type of school- wise, and Taluk wise assessment of its levels.

- **Section II:** This section deals with the analysis related to finding the significance of difference between groups with respect to Total Quality of Work Life and its eleven indicators, Overall Teaching Effectiveness, and Total Teacher Empowerment and its components. Independent sample 't' test was employed to find the significance of difference between two categories and one way ANOVA was used to find the significance of difference between three categories of secondary school teachers.

Section II is divided into three sub- sections:

- **Sub-Section 1** is related to analysis of data of Total Quality of Work Life and its indicators. Sub section 1 is divided into two parts:
  - ***Part-A*** presents the analysis related to finding the significance of difference in Total Quality of Work Life among teachers belonging to the various categories.
  - ***Part-B*** presents Analysis related to finding the significance of difference in Indicators of Quality of Work Life among teachers belonging to the various categories.
- **Sub-Section 2** is related to analysis of data of Overall Teaching Effectiveness. This section presents the analysis related to finding the significance of difference in Overall Teaching Effectiveness among teachers belonging to the various categories.

- **Sub-Section 3** is related to analysis of data of Total Teacher Empowerment and its aspects. Sub-Section 2 is divided into two Parts:
  - ***Part-A*** presents the analysis related to finding the significance of difference in Total Teacher Empowerment among teachers belonging to the various categories.
  - ***Part-B*** presents Analysis related to finding the significance of difference in Components of Teacher Empowerment among teachers belonging to the various categories.

- **Section III:** Section III deals with the analysis related to finding the interaction effect of Teaching Effectiveness and Teacher Empowerment on Quality of Work Life. Two Way ANOVA technique was employed for this purpose.
- **Section IV**: Section IV deals with the analysis related to finding if there is significant relationship between the main variables. Pearson Product Moment Correlation coefficient was employed for this purpose.

The analysis of data, interpretation and discussion of the results are presented in the following four sections:

4.1 SECTION: I

This section deals with the analysis related to assessment of the levels of Total Quality of Work Life, levels of Total Teaching Effectiveness and levels of Total Teacher Empowerment among secondary school teachers.

Section I is divided into three sub sections viz., Sub Section 1, Sub Section 2, and Sub Section 3.

Sub-Section 1

This sub - section deals with analysis related to assessment of the level of Total Quality of Work Life of secondary school teachers belonging to various categories.

Objective 1: To assess the level of Quality of Work Life of secondary school teachers in total and also with respect to the following categories of teachers.

(i) Male and Female

(ii) Above 10 years and Below 10 years of Experience

(iii) Government, Aided and Unaided Schools

(iv) Mysuru, Hunsur, Piryapatna, K. R. Nagara, H. D. Kote, Nanjangudu, and T. Narsipura Taluk.

Objective 1.1*: *To assess the level of Total Quality of Work Life of secondary school teachers.

Analysis related to objective 1.1 is presented in table no. 4.1 and figure no. 4.1.

***Table No. 4.1**: Table showing the percentage of secondary school teachers with respect to different levels of Total Quality of Work Life.*

Levels of Total Quality of Work Life	Criteria	Score limit	Percentage of Secondary School Teachers	
			Frequency	Percentage
High	Above M+σ	316-375	115	13.6
Average	Between M-σ & M+σ	268-315	280	74.4
Low	Below M-σ	75-267	118	12.0
Total			513	100

The Percentage of secondary school teachers and their levels of Total Quality of Work Life are graphically represented in figure no. 4.1

***Figure No. 4.1:** Figure showing the percentage of secondary school teachers possessing high, average and low levels of Total Quality of Work Life.*

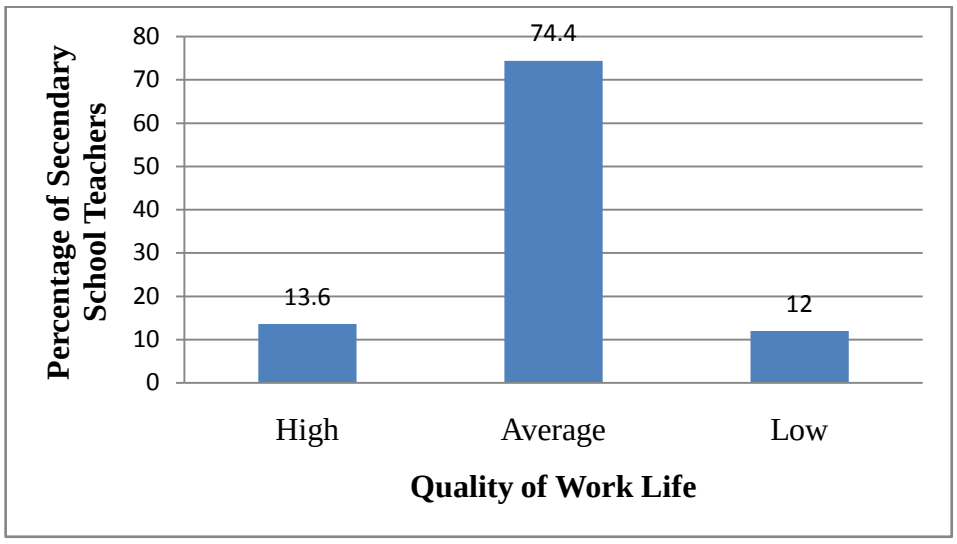

Table No. 4.1 and Figure No 4.1 reveal that majority of teachers that is 74.4% of secondary school teachers possess average level of Quality of Work Life. It is also seen that only 13.6% and 12% of the secondary school teachers possess high and low level of Quality of Work Life respectively.

Objective 1.2: To assess the level of Quality of Work Life of male and female secondary school teachers.

Analysis related to objective 1.2 is presented in table no. 4.2 and figure no. 4.2

Table No. 4.2: *Table showing the percentage of male and female secondary school teachers with respect to different levels of Quality of Work Life.*

Levels of Quality of Work Life	**Percentage of Secondary School Teachers**	
	Male	**Female**
High	15.5	19
Average	69	70.5
Low	14.0	12
Total	100 %	100 %

The percentage of male and female secondary school teachers and their levels of Quality of Work Life is graphically represented in figure no.4.2.

Figure No. 4.2: *Figure showing the percentage of male and female secondary school teachers possessing high, average and low levels of Total Quality of Work Life.*

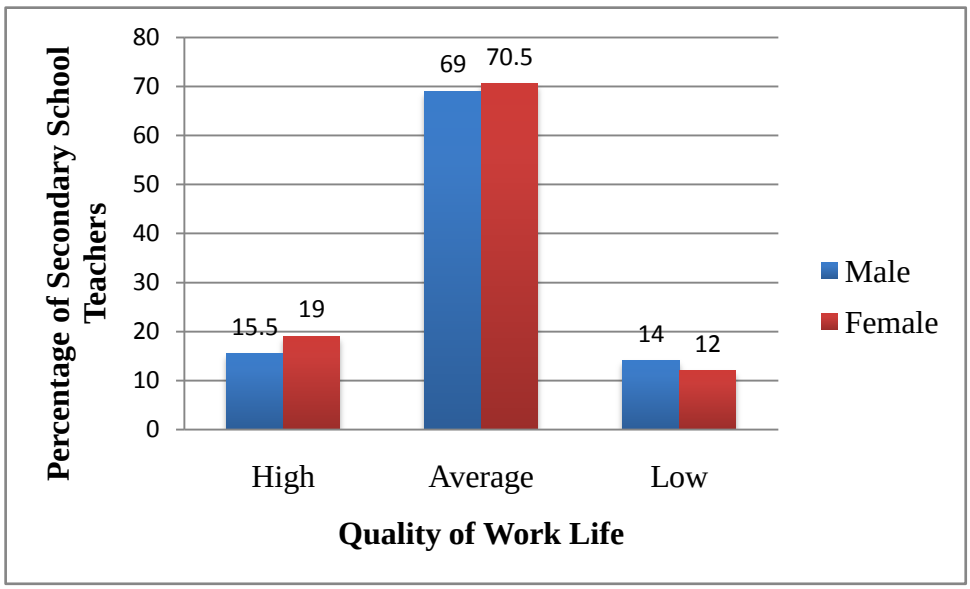

Table No. 4.2 and Figure No. 4.2 reveal that majority of teachers that is 69% of male and 70.5% of Female possess average level of Quality of Work Life. It is also seen that only 15.5% of male and 19% of female possess high Quality of Work Life. 14% of male teachers and 12% of female secondary school teachers are found to possess low level of Quality of Work Life.

Objective 1.3: To assess the level of Quality of Work Life of secondary school teachers possessing above 10 years and below 10 years of experience.

Analysis related to objective 1.3 is presented in table no. 4.3 and figure no. 4.3

Table No. 4.3: *Table showing the percentage of secondary school teachers possessing above 10 years and below 10 years of experience with respect to different level of Quality of Work Life.*

Levels of Quality of Work Life	**Percentage of Secondary School Teachers**	
	Above 10 years of Experience	**Below 10 years of Experience**
High	24.3	15.7
Average	61.5	70
Low	14.2	14.3
Total	100%	100%

The percentage of secondary school teachers with above 10 years and below 10 years of experience and their level of Quality of Work Life is graphically represented in figure no. 4.3.

Figure No. 4.3: *Figure showing the percentage of secondary school teachers with above 10 years and below 10 years of experience possessing high, average and low levels of Quality of Work Life.*

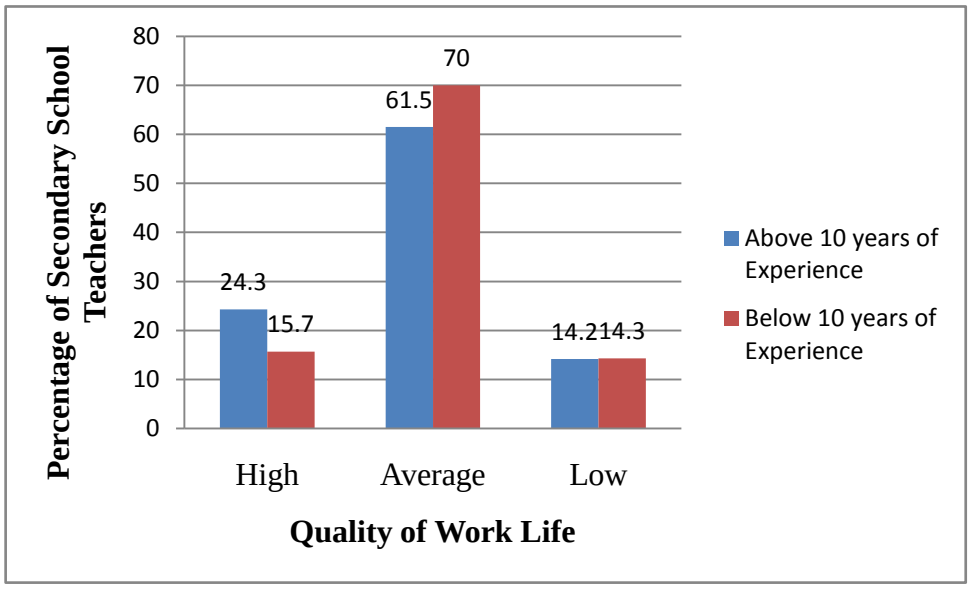

Table No. 4.3 and Figure No. 4.3 reveal that majority of teachers that is 61.5% with above 10 years of experience and 70% with below 10 years of experience possess average level of Quality of Work life. It is also seen that only 24.3% of teachers with above 10 years of experience and 15.7% with below 10 years of experience possess high level of Quality of Work life. 14.2% of teachers above 10 years of experience and 14.3% with below 10 years of experience possess low level of Quality of Work Life.

Objective 1.4: To assess the level of Quality of Work Life of government, aided and unaided secondary school teachers.

Analysis related to objective 1.4 is presented in table no. 4.4 and figure no. 4.4

Table No. 4.4: *Table showing the percentage of government, aided and unaided secondary school teachers with respect to different levels of Quality of Work Life.*

Levels of Quality of Work Life	**Percentage of Secondary School Teachers**		
	Government	**Aided**	**Unaided**
High	15.1	15.3	12.4
Average	70.2	70.9	74.2
Low	14.7	13.8	13.4
Total	100%	100%	100%

The percentage of government, aided and unaided secondary school teachers and their level of Quality of Work Life is graphically represented in figure no. 4.4.

Figure No. 4.4: *Figure showing the percentage of government, aided and unaided secondary school teachers possessing high, average and low levels of Quality of Work Life.*

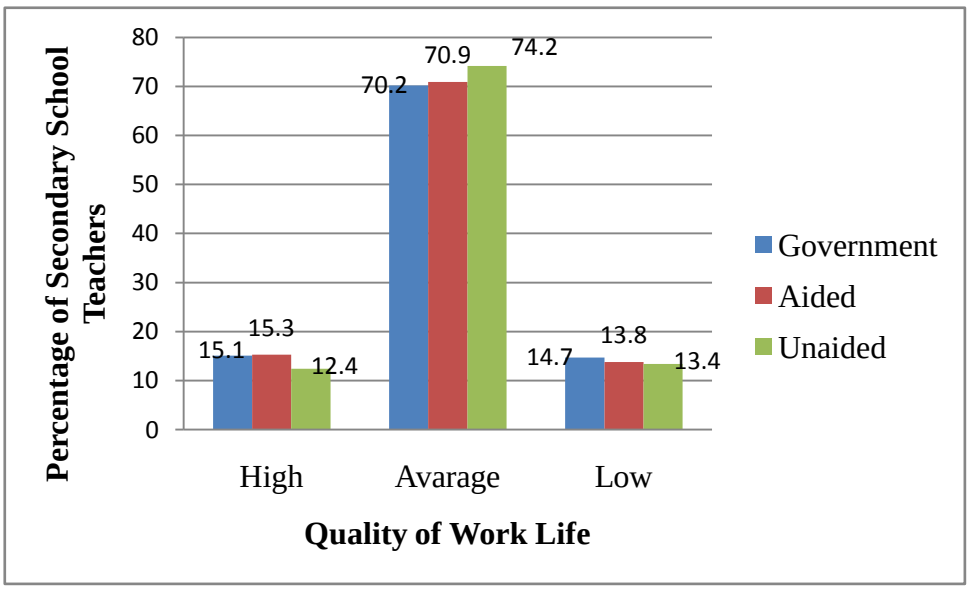

Table No. 4.4 and Figure no. 4.4 reveal that majority of teachers that is 70.2% of government school teachers, 70.9% of aided school teachers and 74.2% of unaided school teachers possess average level of Quality of Work life. It is also seen that only 15.1% of government, 15.3% of aided and 12.4% of unaided school teachers possess high level of Quality of Work Life. It is also seen that 14.7% of government, 13.8% of aided and 13.4 % of unaided secondary school teachers possess low level of Quality of Work Life.

Objective 1.5: To assess the level of Quality of Work Life of Mysuru, Hunsur, Piryapatna, K. R. Nagara, H. D. Kote, Nanjangudu, and T. Narsipura Taluk teachers.

Analysis related to objective 1.5 is presented in table no 4.5 and figure no. 4.5

Table No. 4.5: *Table showing the percentage of secondary school teachers in Mysuru, Hunsur, Piryapatna, K. R. Nagara, H. D. Kote, Nanjangudu, and T. Narsipura Taluk of Mysore District with respect to different levels of Quality of Work Life.*

Levels of Quality of Work Life	**Percentage of Secondary School Teachers**						
	Mysuru	Hunsur	Piryapatna	K. R. Nagara	H. D. Kote	Nanjangudu	T. Narsipura
High	16	14.3	13.9	12.7	13.5	13	12.5
Average	71	73.2	72.5	71	74	73	75
Low	13	12.5	13.6	16.3	12.5	14	12.5
Total	100%	100%	100%	100%	100%	100%	100%

The percentage of secondary school teachers of Mysore north, Mysore south and Mysore rural educational divisions and their level of Quality of Work Life is graphically represented in figure no. 4.5

Figure No. 4.5: *Figure showing the percentage of secondary school teachers in Mysuru, Hunsur, Piryapatna, K. R. Nagara, H. D. Kote, Nanjangudu, and T. Narsipura Taluk possessing high, average and low levels of Quality of Work Life.*

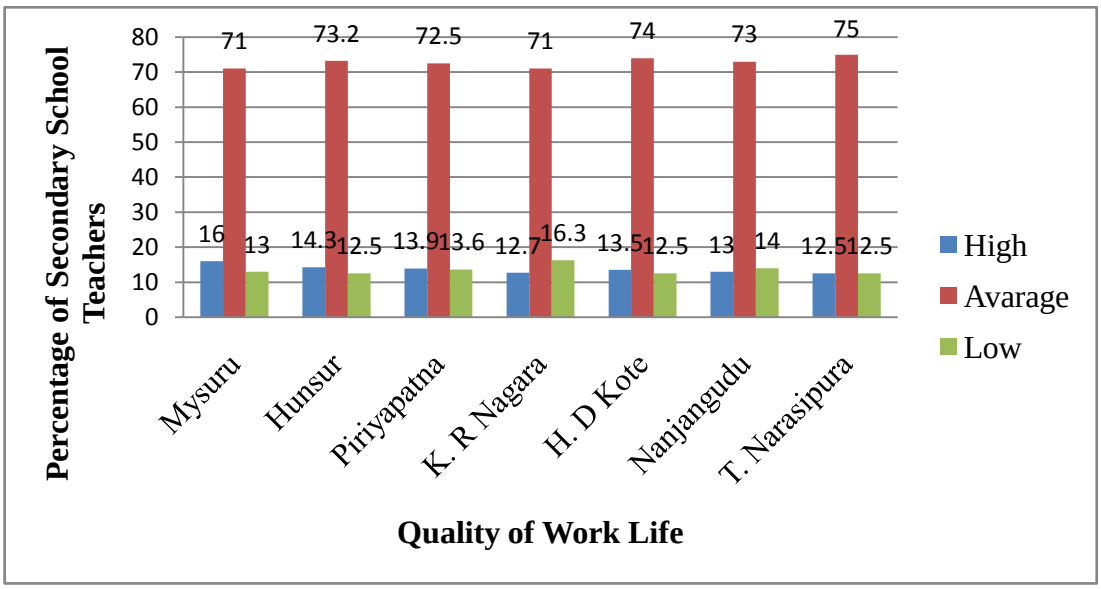

Table No. 4.5 and Figure no. 4.5 reveal that majority of teachers that is 71% of Mysore teachers, 73.2% of Hunsur teachers, 72.5% of Piriyapatna teachers, 71% of K. R Nagara teachers, 74% of H. D Kote teachers, 73% of Nanjangudu teachers, and 75% of T. Narasipura school teachers possess average level of Quality of Work life. It is also seen that 16% of Mysore teachers, 14.3% of Hunsur teachers, 13.9% of Piriyapatna teachers, 12.7% of K. R Nagara School teachers, 13.5% of H. D Kote teachers, 13% of Nanjangudu teachers, and 12.5% of T. Narasipura school teachers possess high level of Quality of Work Life. It is also seen that 13% of Mysore teachers, 12.5% of Hunsur teachers, 13.6% of Piriyapatna teachers, 16.5% of K. R Nagara School teachers, 12.5% of H. D Kote teachers, 14% of Nanjangudu teachers, and 12.5% of T. Narasipura secondary school teachers possess low level of Quality of Work Life.

Sub-Section 2

This sub section deals with analysis related to assessment of the level of overall Teaching Effectiveness of secondary school teachers belonging to various categories.

Objective 2: To assess the level of Overall Teaching Effectiveness of secondary school teachers and also with respect to the following categories of teachers

(i) Male and Female

(ii) Above 10 years and Below 10 years of Experience

(iii) Government, Aided and Unaided Schools

(iv) Mysuru, Hunsur, Piryapatna, K. R. Nagara, H. D. Kote, Nanjangudu, and T. Narsipura Taluk of Mysuru District.

Objective 2.1: To assess the level of Overall Teaching Effectiveness of secondary school teachers.

Analysis related to objective 2.1 is presented in table no. 4.6 and figure no. 4.6

Table No. 4.6*: Table showing the percentage of secondary school teachers with respect to different levels of Overall Teaching Effectiveness.*

Levels of Overall Teaching Effectiveness	Criteria	Score limit	Percentage of Secondary School Teachers	
			Frequency	Percentage
Highly Effective	Above M+σ	199-210	220	25
Moderately Effective	Between M-σ & M+σ	101-198	310	61
Less Effective	Below M-σ	42-100	140	14
Total			670	100

The Percentage of secondary school teachers and their levels of Teaching Effectiveness is graphically represented in figure no. 4.6

Figure No. 4.6: *Figure showing the percentage of secondary school teachers possessing more, average and less levels of Overall Teaching Effectiveness.*

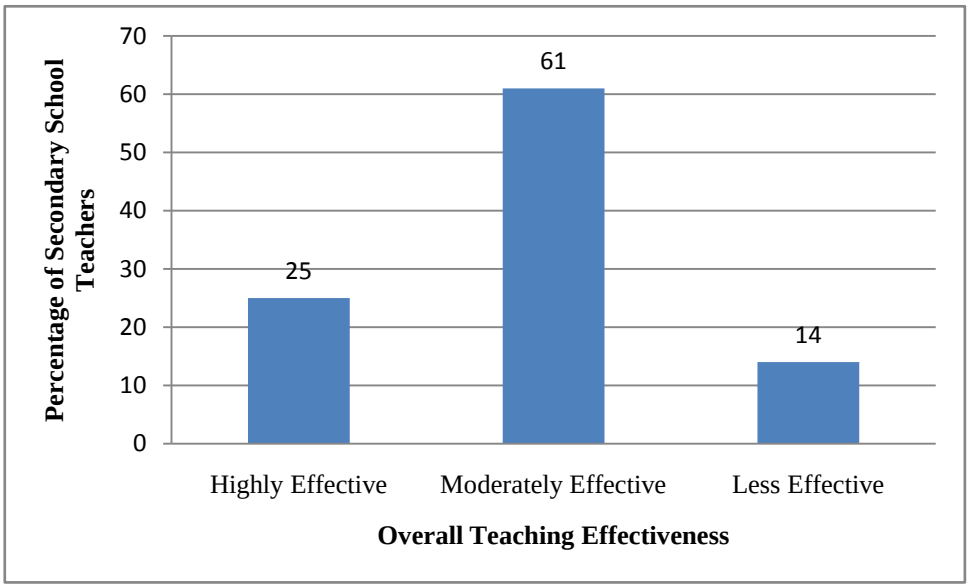

Table No. 4.6 and Figure No 4.6 reveal that majority of the teachers that is 61% of students think that the teaching delivered by their teachers is moderately effective. It is also seen that 25% and 14% of the students think that the teaching delivered by their teachers is highly and less effective in their teaching respectively.

Objective 2.2: To assess the level of Teaching Effectiveness of male and female secondary school teachers.

Analysis related to objective 2.2 is presented in table no. 4.7 and figure no. 4.7

Table No. 4.7: *Table showing the percentage of male and female secondary school teachers with respect to different levels of Teaching Effectiveness.*

Levels of Teaching Effectiveness	Percentage of Secondary School Teachers	
	Male	Female
Highly Effective	25.1	28.2
Moderately Effective	46.6	47.6
Less Effective	28.3	24.2
Total	100 %	100 %

The percentage of male and female secondary school teachers and their levels of Teaching Effectiveness is graphically represented in figure no.4.7

Figure No. 4.7: *Figure showing the percentage of male and female secondary school teachers with respect to different levels of Teaching Effectiveness.*

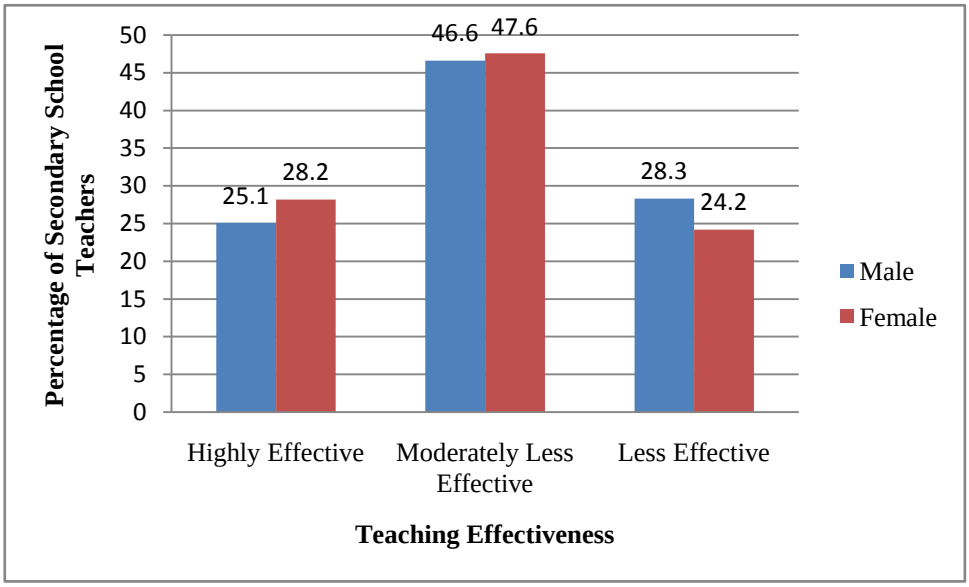

Table No. 4.7 and Figure No. 4.7 reveal that students perceive that delivered is 46.6% of male and 47.6% of Female teachers are moderately effective in their teaching. Only 25.1% of male and 28.2% of female teachers are found to be highly effective in their teaching. 28.3% of male teachers and 24.2% of female secondary school teachers are found to be less in teaching.

Objective 2.3: To assess the level of Teaching Effectiveness of secondary school teachers possessing above 10 years and below 10 years of experience.

Analysis related to objective 2.3 is presented in table no. 4.8 and figure no. 4.8

Table No. 4.8: *Table showing the percentage of secondary school teachers possessing above 10 years and below 10 years of experience with respect to different level of Teaching Effectiveness.*

Levels of Teacher Empowerment	**Percentage of Secondary School Teachers**	
	Above 10 years of Experience	**Below 10 years of Experience**
Highly Effective	28	40
Moderately Effective	62	45
Less Effective	10	15
Total	100%	100%

The percentage of secondary school teachers with above 10 years and below 10 years of experience and their level of Teaching Effectiveness is graphically represented in figure no. 4.8

Figure No. 4.8: *Figure showing the percentage of secondary school teachers with above 10 years and below 10 years of experience possessing high, moderate and less levels of Teaching Effectiveness.*

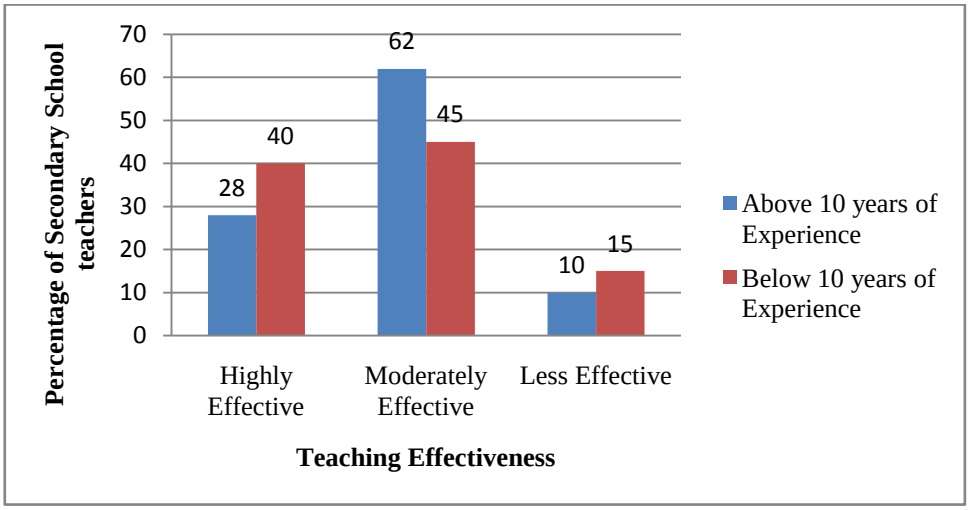

Table No. 4.8 and Figure No. 4.8 reveal that majority of teachers that is 62% with above 10 years of experience and 45% with below 10 years of experience and moderately effective in their teaching according to their students. It is also seen that only 28% of teachers with above 10 years of experience and 40% with below 10 years of experience teachers are highly effective in their teaching. 10% of teachers of above 10 years of experience and 15% with below 10 years of experience are less effective in their teaching.

Objective 2.4: To assess the level of Teaching Effectiveness of government, aided and unaided secondary school teachers.

Analysis related to objective 2.4 is presented in table no. 4.9 and figure no. 4.9

Table No. 4.9: *Table showing the percentage of government, aided and unaided secondary school teachers with respect to different levels of Teaching Effectiveness.*

Levels of Teaching Effectiveness	**Percentage of Secondary School Teachers**		
	Government	**Aided**	**Unaided**
Highly Effective	40	43	45
Moderately Effective	45	44	45
Less Effective	15	13	10
Total	100%	100%	100%

The percentage of government, aided and unaided secondary school teachers and their level of Teaching Effectiveness is graphically represented in figure no. 4.9

Figure No. 4.9: *Figure showing the percentage of government, aided and unaided secondary school teachers possessing highly, Moderatly and less levels of Teaching Effectiveness.*

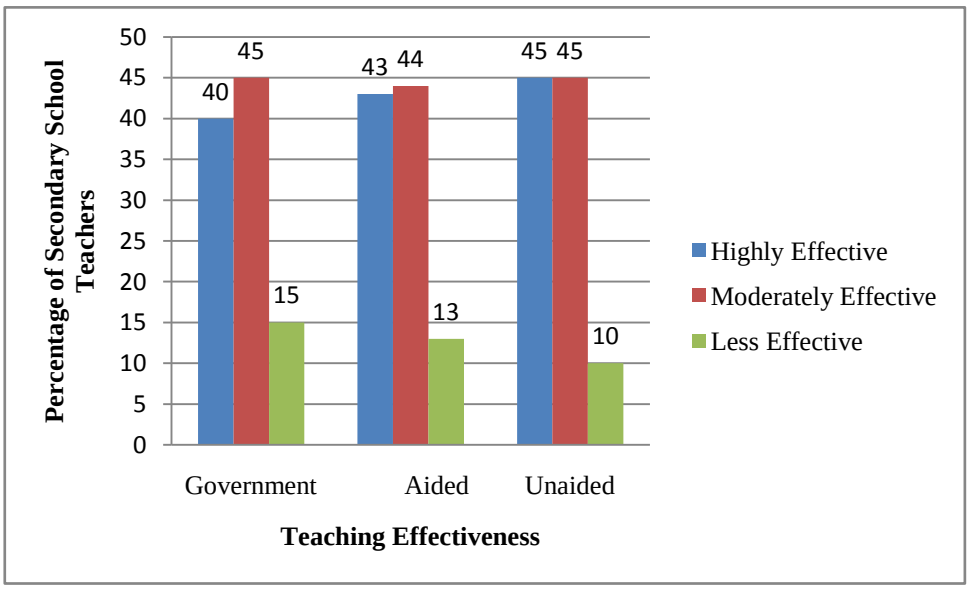

Table No. 4.9 and Figure no. 4.9 reveal that majority of teachers that is 45% of government school teachers, 44% of aided school teachers and 45% of unaided school teachers were perceived to be moderately effective in their teaching by their students. 40% of government, 43% of aided and 45% of unaided school teachers were found to be highly effective in their teaching. It is also seen that 15% of government, 13% of aided and 10 % of unaided secondary school teachers were less effective in teaching.

Objective 2.5: To assess the level of Teaching Effectiveness of Mysuru, Hunsur, Piryapatna, K. R. Nagara, H. D. Kote, Nanjangudu, and T. Narsipura Taluk teachers.

Analysis related to objective 2.5 is presented in table no 4.10 and figure no. 4.10

Table No. 4.10: *Table showing the percentage of secondary school teachers in Mysuru, Hunsur, Piryapatna, K. R. Nagara, H. D. Kote, Nanjangudu, and T. Narsipura Taluk with respect to different levels of Teaching Effectiveness.*

Levels of Teaching Effectiveness	**Percentage of Secondary School Teachers**						
	Mysuru	Hunsur	Piryapatna	K. R. Nagara	H. D. Kote	Nanjangudu	T. Narsipura
Highly Effective	27	25	22	23	20	22	22
Moderately Effective	60	64.5	67	64	64	60	65
Less Effective	13	10.5	11	13	16	18	13
Total	100%	100%	100%	100%	100%	100%	100%

The percentage of secondary school teachers of Mysuru, Hunsur, Piryapatna, K. R. Nagara, H. D. Kote, Nanjangudu, and T. Narsipura Taluks of Mysore district and their level of Teaching Effectiveness is graphically represented in figure no. 4.10

Figure No. 4.10: *Figure showing the percentage of secondary school teachers in Mysuru, Hunsur, Piryapatna, K. R. Nagara, H. D. Kote, Nanjangudu, and T. Narsipura Taluks with respect to different levels of Teaching Effectiveness.*

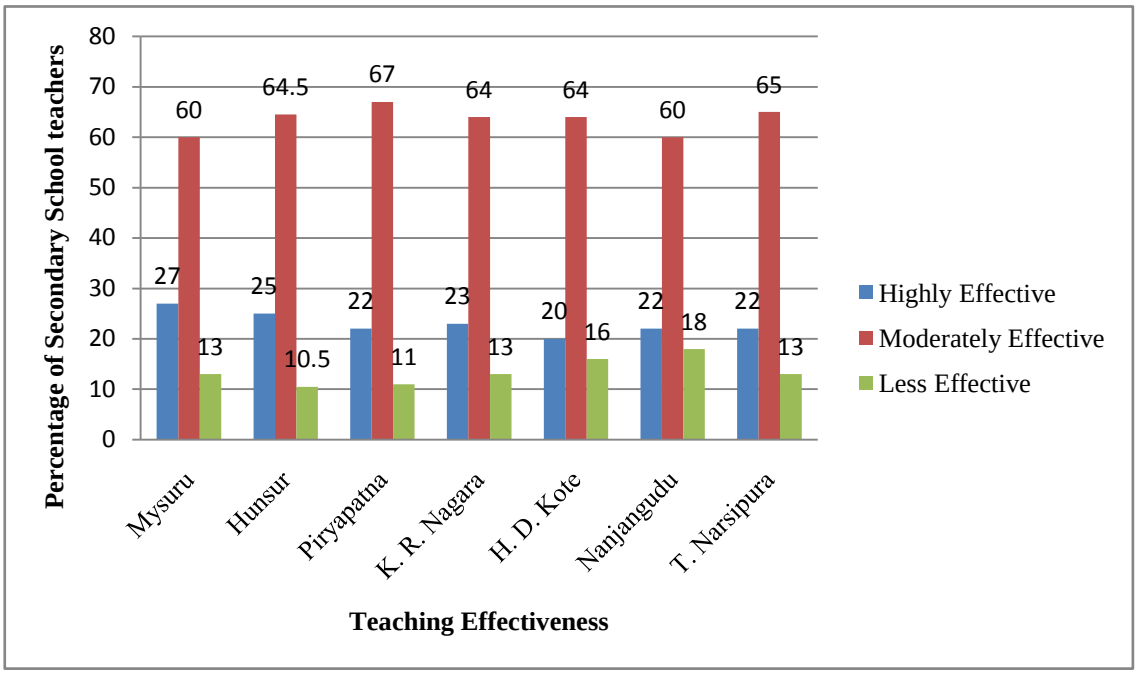

Table No. 4.10 and Figure no. 4.10 reveal that 60% of Mysore teachers, 64.5% of Hunsur teachers, 67% of Piriyapatna teachers, 64% of K. R Nagara School teachers, 64% of H. D Kote teachers, 60% of Nanjangudu teachers, and 65% of T. Narasipura school teachers are moderately effective in their teaching. Only 27% of Mysore teachers, 25% of Hunsur teachers, 22% of Piriyapatna teachers, 23% of K. R Nagara School teachers, 20% of H. D Kote teachers, 22% of Nanjangudu teachers, and 22% of T. Narasipura School teachers were found to be highly effective in their teaching. It is also seen that 13% of Mysore teachers, 10.5% of Hunsur teachers, 11% of Piriyapatna teachers, 13% of K. R Nagara School teachers, 16% of H. D Kote teachers, 18% of Nanjangudu teachers, and 13% of T. Narasipura secondary school teachers were less effective in their teaching.

Sub-Section 3

This sub - section deals with analysis related to assessment of the level of Total Teacher Empowerment of secondary school teachers belonging to various categories.

Objective 3: To assess the level of Teacher Empowerment of secondary school teachers in total and also with respect to the following categories of teachers

(i) Male and Female

(ii) Above 10 years and Below 10 years of Experience

(iii) Government, Aided and Unaided Schools

(iv) Mysuru, Hunsur, Piryapatna, K. R. Nagara, H. D. Kote, Nanjangudu, and T. Narsipura Taluk of Mysuru District.

Objective 3.1: To assess the level of Total Teacher Empowerment of secondary school teachers.

Analysis related to objective 3.1 is presented in table no. 4.11 and figure no. 4.11

Table No. 4.11*: Table showing the percentage of secondary school teachers with respect to different levels of Total Teacher Empowerment.*

Levels of Total Teacher Empowerment	**Criteria**	**Score limit**	**Percentage of Secondary School Teachers**	
			Frequency	**Percentage**
Highly Empowered	Above M+σ	296-315	125	20
Average	Between M-σ & M+σ	237-295	278	64
Less	Below M-σ	63-236	110	16
Total			513	100

The Percentage of secondary school teachers and their levels of Total Teacher Empowerment is graphically represented in figure no. 4.11

Figure No. 4.11: *Figure showing the percentage of secondary school teachers possessing high, average and less levels of Total Teacher Empowerment.*

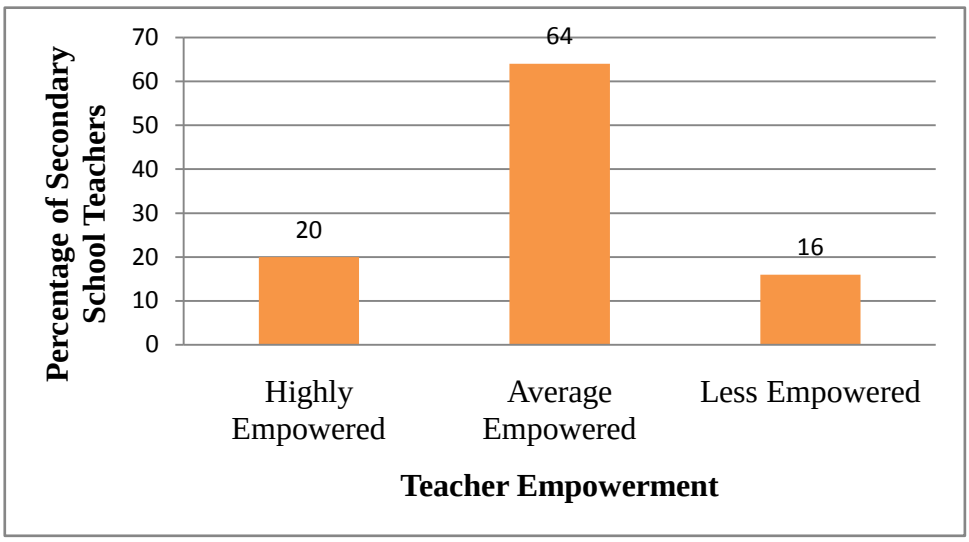

Table No. 4.11 and Figure No 4.11 reveal that majority of teachers that is 64% of secondary school teachers have average level of Empowerment. It is also seen that only 20% and 16% of the secondary school teachers are highly and less Teacher Empowered respectively.

Objective 2.2: To assess the level of Teacher Empowerment of male and female secondary school teachers.

Analysis related to objective 3.2 is presented in table no. 4.12 and figure no. 4.12

Table No. 4.12: *Table showing the percentage of male and female secondary school teachers with respect to different levels of Teacher Empowerment.*

Levels of Teacher Empowerment	**Percentage of Secondary School Teachers**	
	Male	**Female**
Highly	20	13
Average	68	70
Less	12	17
Total	100 %	100 %

The percentage of male and female secondary school teachers and their levels of Teacher Empowerment is graphically represented in figure no.4.12

Figure No. 4.12: *Figure showing the percentage of male and female secondary school teachers with respect to different levels of Teacher Empowerment.*

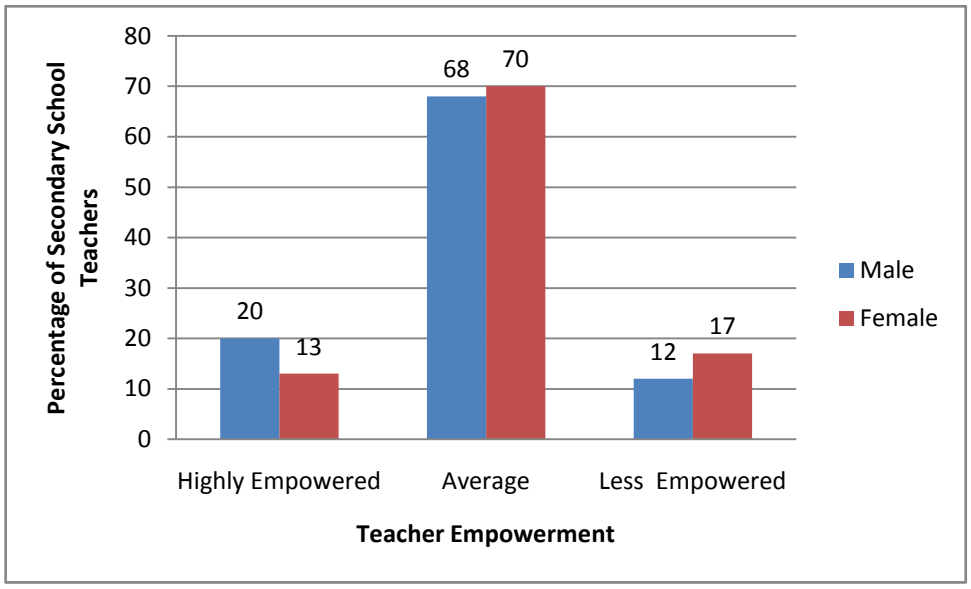

Table No. 4.12 and Figure No. 4.12 reveal that majority of teachers that is 68% of male and 70% of Female have average level of Teacher Empowerment. It is also seen that 20% of male and 13% of female are highly empowered. 12% of male teachers and 17% of female secondary school teachers are found to possess less empowered.

Objective 3.3: To assess the level of Teacher Empowerment of secondary school teachers possessing above 10 years and below 10 years of experience.

Analysis related to objective 3.3 is presented in table no. 4.13 and figure no. 4.13

Table No. 4.13: *Table showing the percentage of secondary school teachers possessing above 10 years and below 10 years of experience with respect to different level of Teacher Empowerment.*

Levels of Teacher Empowerment	Percentage of Secondary School Teachers	
	Above 10 years of Experience	Below 10 years of Experience
Highly	25	10
Average	65	70
Less	10	20
Total	100%	100%

The percentage of secondary school teachers with above 10 years and below 10 years of experience and their level of Teacher Empowerment is graphically represented in figure no. 4.13

Figure No. 4.13: *Figure showing the percentage of secondary school teachers with above 10 years and below 10 years of experience with high, average and less empowerment levels.*

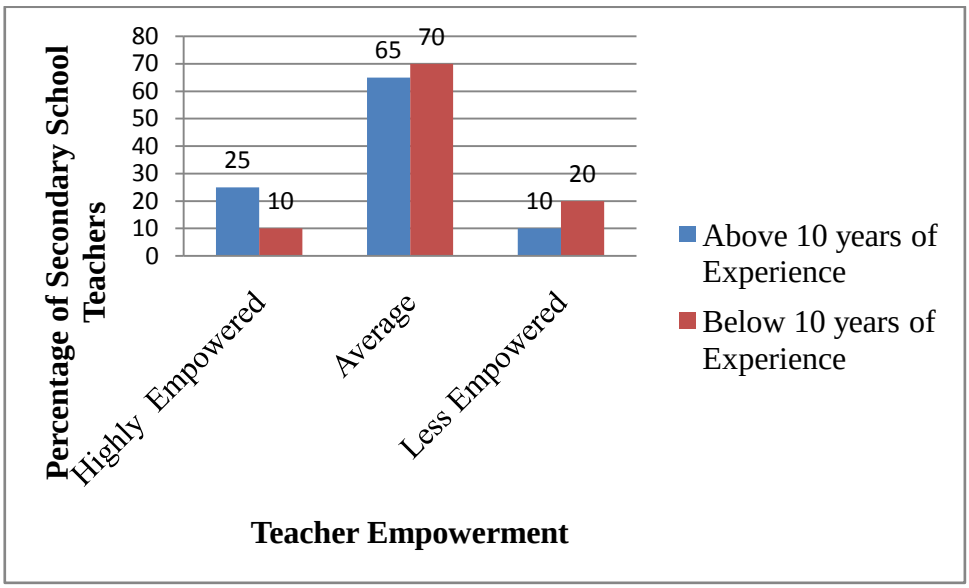

Table No. 4.13 and Figure No. 4.13 reveal that majority of teachers that is 65% with above 10 years of experience and 70% with below 10 years of

experience have average level of Teacher Empowerment. It is also seen that 25% of teachers with above 10 years of experience and 10% with below 10 years of experience are highly empowered. 10% of teachers above 10 years of experience and 20% with below 10 years of experience are less empowered.

Objective 3.4: To assess the level of Teacher Empowerment of government, aided and unaided secondary school teachers.

Analysis related to objective 3.4 is presented in table no. 4.14 and figure no. 4.14

Table No. 4.14: *Table showing the percentage of government, aided and unaided secondary school teachers with respect to different levels of Teacher Empowerment.*

Levels of Teacher Empowerment	**Percentage of Secondary School Teachers**		
	Government	**Aided**	**Unaided**
Higly empowered	40	28	18
Average	50	60	47
Less Empowered	10	12	35
Total	100%	100%	100%

The percentage of government, aided and unaided secondary school teachers and their level of Teacher Empowerment is graphically represented in figure no. 4.14

Figure No. 4.14: *Figure showing the percentage of government, aided and unaided secondary school teachers with high, average and less empowerment levels.*

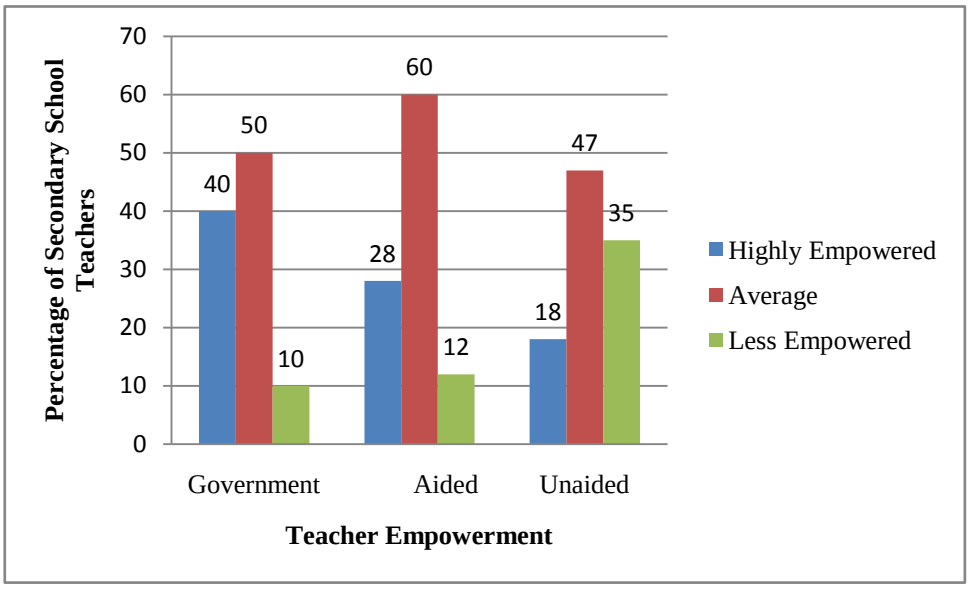

Table No. 4.14 and Figure no. 4.14 reveal that majority of teachers that is 50% of government school teachers, 60% of aided school teachers and 47% of unaided school teachers have average level of Teacher Empowerment. It is also seen that 40% of government, 28% of aided and 18% of unaided school teachers are highly empowered. It is also seen that 18% of government, 47% of aided and 35 % of unaided secondary school teachers are less empowered.

Objective 3.5: To assess the level of Teacher Empowerment of Mysuru, Hunsur, Piryapatna, K. R. Nagara, H. D. Kote, Nanjangudu, and T. Narsipura Taluk teachers.

Analysis related to objective 3.5 is presented in table no 4.15 and figure no. 4.15

Table No. 4.15: *Table showing the percentage of secondary school teachers in Mysuru, Hunsur, Piryapatna, K. R. Nagara, H. D. Kote, Nanjangudu, and T. Narsipura Taluk with respect to different levels of Teacher Empowerment.*

Levels of Teacher Empowerment	**Percentage of Secondary School Teachers**						
	Mysuru	Hunsur	Piryapatna	K. R. Nagara	H. D. Kote	Nanjangudu	T. Narsipura
Highly Empowered	25	23	22	23	24	20	22
Average	62	64.5	65	61.7	64	66	65.5
Less Empowered	13	12.5	13	15.3	12	14	12.5
Total	100%	100%	100%	100%	100%	100%	100%

The percentage of secondary school teachers in Mysuru, Hunsur, Piryapatna, K. R. Nagara, H. D. Kote, Nanjangudu, and T. Narsipura Taluk with respect to their level of Teacher Empowerment is graphically represented in figure no. 4.15

Figure No. 4.15: *Figure showing the percentage of secondary school teachers in Mysuru, Hunsur, Piryapatna, K. R. Nagara, H. D. Kote, Nanjangudu, and T. Narsipura Taluk with respect to different levels of Teacher Empowerment.*

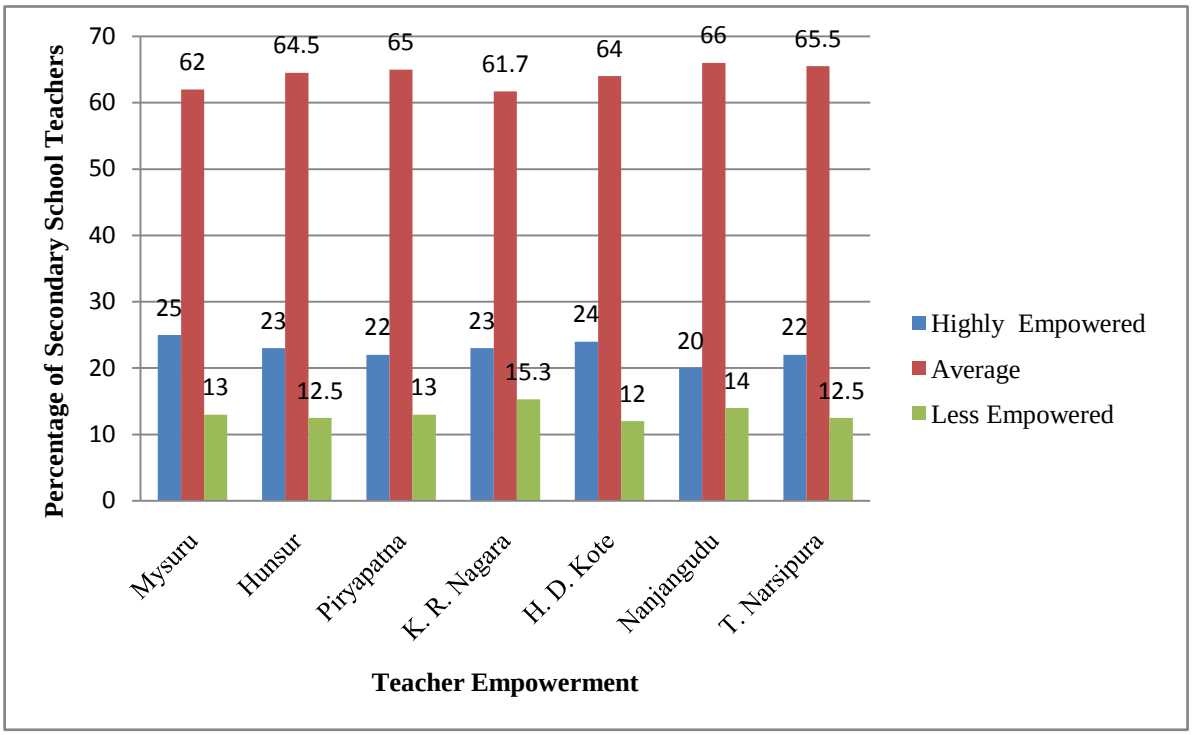

Table No. 4.15 and Figure no. 4.15 reveal that majority of teachers that is 62% of Mysore teachers, 64.5% of Hunsur teachers, 65% of Piriyapatna teachers, 61.7% of K. R Nagara School teachers, 64% of H. D Kote teachers, 66% of Nanjangudu teachers, and 65.5% of T. Narasipura school teachers have average level of Teacher Empowerment. It is also seen that 25% of Mysore teachers, 23% of Hunsur teachers, 22% of Piriyapatna teachers, 23% of K. R Nagara School teachers, 24% of H. D Kote teachers, 20% of Nanjangudu teachers, and 22% of T. Narasipura school teachers are highly empowered. It is also seen that 13% of Mysore teachers, 12.5% of Hunsur teachers, 13% of Piriyapatna teachers, 15.3% of K. R Nagara School teachers, 12% of H. D Kote teachers, 14% of Nanjangudu teachers, and 12.5% of T. Narasipura secondary school teachers are less empowered.

4. 2 SECTION: II

This section deals with the analysis related to finding significant difference between groups. Independent sample 't' test was employed for finding difference between two categories and one way ANOVA was used to find the significant difference between three categories of secondary school teachers.

Sub- Section 1

Sub- section 1 is divided into two parts viz., Part A and Part B

Part - A

Part A presents analysis related to Total Quality of Work life

- **MAJOR NULL HYPOTHESIS HO.1:**

  There is no significant difference between / among the following categories of Secondary School Teachers in Total Quality of Work Life

  (i) Male and Female

  (ii) Above 10 years and Below 10 years of Experience

  (iii) Government, Aided and Unaided Schools

Minor hypotheses Ho.1.1, Ho 1.2, and Ho.1.3 related to the major null hypothesis Ho: 1 were framed.

Ho.1.1: There is no significant difference in male and female secondary school teachers with respect to Total Quality of Work Life.

't' test was calculated to test hypothesis Ho.1.1. The results are presented in table no 4.16

Table No. 4.16: *Summary table of 't' test of Total Quality of Work Life of male and female secondary school teachers.*

	Gender	N	Mean	S. D	t-Value	df	level of Significance
Total Quality of Work Life	Male	219	289.37	30.067	0.912	511	NS
	Female	294	291.72	27.967			

NS - Not Significant

Table No 4.16 shows that the obtained 't' value of 0.912 is less than the tabled 't' value of 1.96 at 0.05 level of significance for degrees of freedom 511. Therefore the null hypothesis Ho.1.1 is accepted and it is concluded that there is no significant difference in male and female secondary school teachers with respect to Total Quality of Work Life.

The present finding is in contradiction with the findings of Ayesha Tabassum (2011), Mohammad Kazem Emodzadeh, et al. (2012), who found that females have higher Quality of Work Life compared to their male counterparts. Rao (1985), Swapna M and Gomathis. S. (2013), had found that men employees had higher Quality of Work Life compared to their female counterparts. Men employees have significantly higher scores for opportunity to learn new skills, challenge in the job and discretionary element in work in their studies.

The reason for this finding may be due to similar working condition, nature of work, facilities, undifferentiated treatment by the work authorities in schools. Management of the educational institutions do not differentiate male and female teachers while providing job security, pay and rewards, growth opportunities, feedback and knowledge of results. Male and Female teachers experience equal justice in the work place. Male and Female teachers are not differentiated while allotting work, involving them in decision making, and for recognition of contribution.

Ho.1.2: There is no significant difference in secondary school teachers with above 10 years and below 10 years of experience with respect to Total Quality of Work Life.

't' test was calculated to test hypothesis Ho:1.2. The results are presented in table no. 4.17

Table No. 4.17: *Summary table of 't' test of Total Quality of Work Life of secondary school teachers with above 10 years and below 10 years of experience.*

	Length of Experience	N	Mean	S D	t-Value	df	Level of Significance
Total Quality of Work Life	Above 10 years of Experience	126	293.78	29.04	1.373	511	NS
	Below 10 years of Experience	387	289.72	28.78			

NS – Not Significant

Table No 4.17 shows that the obtained 't' value of 1.373 is less than the tabled 't' value of 1.96 at 0.05 level of significance for degrees of freedom 511. Therefore the null hypothesis Ho.1.2 is accepted and it is concluded that there is no significant difference in secondary school teachers with above 10 years and below 10 years of experience with respect to Total Quality of Work Life.

The reason for this finding may be because of similarity in same work load, mutual solving of work-related problems, cooperation, improvement in work environments, growth opportunities and continuous promotion and performance.

Ho.1.3: There is no significant difference in Total Quality of Work Life of secondary school teachers belonging to government, aided and unaided schools.

One Way Analysis of variance (ANOVA) was employed to test hypothesis Ho.1.3. The results are presented in table no. 4.18

Table No. 4.18: *Summary table of One Way ANOVA of Total Quality of Work Life of secondary school teachers belonging to government, aided and unaided schools.*

Source of Variance	Sum of Squares	df	Mean square	F value	Level of Significance
Between Group	797.461	2	398.730	0.477	NS
Within Group	426143.417	510	835.575		
Total	426940.877	512			

NS – Not Significant

The table 4.18 shows that the obtained 'F' value of 0.477 is less than the tabled 'F' value of 3.01 at 0.05 level of significance for the degrees of freedom 2 and 510. Therefore the null hypothesis Ho.1.3 is accepted and it is concluded that there is no significant difference in secondary school teachers belonging to government, aided and unaided with respect to Total Quality of Work Life.

The present finding is supported by the findings of Farideh Hamidi1 and Bahram Mohamadi (2012), Parameswari. J. and Kadhiravan. S. (2011) who reveled that there were no differences in quality of work life of teachers belonging to various types of high schools.

The reason for this finding may be because of equality in justice provided to the teachers at work place. Possession of control over self, work and work place, and presence of equal work authority in all the type of schools.

Part - B

Part-B presents the analysis related to finding the difference in teachers belonging to various categories with respect to Indicators of Quality of Work Life.

✍ **MAJOR NULL HYPOTHESIS HO.2**

There is no significant difference in Job Security, Equitable Pay and Rewards, Justice in the Work Place, Supervision, Meaningful and Interesting Work, Control over Self, Work and Work Place, Decision making Opportunities, Growth Opportunities, Feedback and Knowledge of Results, Work Authority, and Recognition of Contribution - Indicators of Quality of Work Life of Secondary School Teachers belonging to the following categories

(i) Male and Female

(ii) Above 10 years and Below 10 years of Experience

(iii) Government, Aided and Unaided Schools

Minor hypotheses Ho. 2.1, Ho. 2.2, Ho. Ho.2.3 related to the major hypothesis Ho.2 were framed.

☞ **Minor Hypothesis HO. 2.1: There is no significant difference in male and female Secondary school teachers with respect to the following Indicators of Quality of Work Life.**

(a) Job Security

(b) Equitable Pay and Rewards

(c) Justice in the Work Place

(d) Supervision

(e) Meaningful and Interesting Work

(f) Control over Self, Work and Work place

(g) Decision making Opportunities

(h) Growth Opportunities

(i) Feedback and Knowledge of Results

(j) Work Authority

(k) Recognition of Contribution

't' test was calculated to test hypothesis Ho. 2.1. The results are presented in table no. 4.19

Table No. 4.19: *Summary table of 't' test of Job Security, Equitable Pay and Rewards, Justice in the Work Place, Supervision, Meaningful and Interesting Work, Control over Self, Work and Work Place, Decision making Opportunities, Growth Opportunities, Feedback and Knowledge of Results, Work Authority, and Recognition of Contribution – an Indicators of Quality of Work Life of male and female secondary school teachers.*

Indicators of Quality of Work Life	Gender	N	Mean	S D	t-value	df	Level of Significance
Job Security	Male	219	289.37	30.07	0.91	511	NS
	Female	294	291.72	27.97			
Equitable Pay and Rewards	Male	219	22.72	5.153	0.36	511	NS
	Female	294	22.87	4.117			
Justice in the Work Place	Male	219	46.54	5.96	1.54	511	NS
	Female	294	47.30	5.22			
Supervision	Male	219	42.40	5.47	0.96	511	NS
	Female	294	42.84	4.68			
Meaningful and Interesting Work	Male	219	24.04	3.47	1.829	511	NS
	Female	294	23.50	3.15			

Control over Self, Work and Work Place	Male	219	24.61	3.12	0.74	511	NS
	Female	294	24.81	2.99			
Decision Making Opportunities	Male	219	19.67	2.55	0.431	511	NS
	Female	294	19.77	2.58			
Growth Opportunities	Male	219	20.21	2.66	1.24	511	NS
	Female	294	20.48	2.32			
Feedback and Knowledge of Results	Male	219	20.16	2.58	0.69	511	NS
	Female	294	20.48	2.55			
Work Authority	Male	219	22.60	3.384	0.637	511	NS
	Female	294	22.79	3.24			
Recognition of Contribution	Male	219	26.33	3.69	0.62	511	NS
	Female	294	26.35	3.69			

NS – Not Significant

(i) The obtained ‘t’ value of 0.91 is less than the tabled ‘t’ value of 1.96 at 0.05 level of significance for degrees of freedom 511. Therefore the null hypothesis Ho. 2.1 is accepted and it is concluded that there is no significant difference in male and female secondary school teachers with respect to Job Security – an Indicator of Quality of Work Life.

(ii) The obtained ‘t’ value of 0.36 is less than the tabled ‘t’ value of 1.96 at 0.05 level of significance for degrees of freedom 511. Therefore the null hypothesis Ho. 2.1is accepted and it is concluded that there is no significant difference in male and female secondary school teachers with respect to Equitable Pay and Rewards – an Indicator of Quality of Work Life.

(iii)The obtained ‘t’ value of 1.54 is less than the tabled ‘t’ value of 1.96 at 0.05 level of significance for degrees of freedom 511. Therefore the null hypothesis Ho. 2.1is accepted and it is concluded that there is no significant difference in male and female secondary school teachers with respect to Justice in the work place – an Indicator of Quality of Work Life.

(iv) The obtained ‘t’ value of 0.96 is less than the tabled ‘t’ value of 1.96 at 0.05 level of significance for degrees of freedom 511. Therefore the null hypothesis Ho. 2.1 is accepted and it is concluded that there is no significant difference in male and female secondary school teachers with respect to Supervision – an Indicator of Quality of Work Life.

(v) The obtained ‘t’ value of 1. 829 is less than the tabled ‘t’ value of 1.96 at 0.05 level of significance for degrees of freedom 511. Therefore the null hypothesis Ho. 2.1is accepted and it is concluded that there is no significant difference in male and female secondary school teachers with respect to Meaningful and Interesting Work – an Indicator of Quality of Work Life.

(vi) The obtained ‘t’ value of 0.74 is less than the tabled ‘t’ value of 1.96 at 0.05 level of significance for degrees of freedom 511. Therefore the null hypothesis Ho. 2.1 is accepted and it is concluded that there is no significant difference in male and female secondary school teachers with respect to Control over Self, Work and Work Place – an Indicator of Quality of Work Life.

(vii) The obtained ‘t’ value of 0.431 is less than the tabled ‘t’ value of 1.96 at 0.05 level of significance for degrees of freedom 511. Therefore the null hypothesis Ho. 2.1 is accepted and it is concluded that there is no significant difference in male and female secondary school teachers with respect to Decision Making Opportunities – an Indicator of Quality of Work Life.

(viii) The obtained ‘t’ value of 1.24 is less than the tabled ‘t’ value of 1.96 at 0.05 level of significance for degrees of freedom 511. Therefore the null hypothesis Ho. 2.1 is accepted and it is concluded that there is no significant

difference in male and female secondary school teachers with respect to Growth Opportunities – an Indicator of Quality of Work Life.

(ix) The obtained 't' value of 0.69 is less than the tabled 't' value of 1.96 at 0.05 level of significance for degrees of freedom 511. Therefore the null hypothesis Ho. 2.1 is accepted and it is concluded that there is no significant difference in male and female secondary school teachers with respect to Feedback and Knowledge of Result – an Indicator of Quality of Work Life.

(x) The obtained 't' value of 0.637 is less than the tabled 't' value of 1.96 at 0.05 level of significance for degrees of freedom 511. Therefore the null hypothesis Ho. 2.1 is accepted and it is concluded that there is no significant difference in male and female secondary school teachers with respect to Work Authority – an Indicator of Quality of Work Life.

(xi) The obtained 't' value of 0.62 is less than the tabled 't' value of 1.96 at 0.05 level of significance for degrees of freedom 511. Therefore the null hypothesis Ho. 2.1is accepted and it is concluded that there is no significant difference in male and female secondary school teachers with respect to Recognition of Contribution – an Indicator of Quality of Work Life.

☞ **Minor Hypothesis HO. 2.2: There is no significant difference in secondary school teachers with above 10 years and below 10 years of experience with respect to the following Indicators of Quality of Work Life**

(a) Job Security

(b) Equitable Pay and Rewards

(c) Justice in the Work place

(d) Supervision

(e) Meaningful and Interesting Work

(f) Control over Self, Work and Work Place

(g) Decision making Opportunities

(h) Growth Opportunities

(i) Feedback and Knowledge of Results

(j) Work Authority

(k) Recognition of Contribution

't' test was calculated to test the hypothesis Ho. 2.2. The results are presented in table no. 4.20

Table No. 4.20: *Summary table of 't' test of Job Security,* Equitable Pay and Rewards, Justice in the Work Place, Supervision, Meaningful and Interesting Work, Control over Self, Work and Work Place, Decision making Opportunities, Growth Opportunities, Feedback and Knowledge of Results, Work Authority, and Recognition of Contribution *– an Indicators of Quality of Work Life of secondary school teachers with above 10 years and below 10 years of experience.*

Indicators of Quality of Work Life	Length of Experience	N	Mean	S D	t-value	df	Level of Significance
Job Security	Above 10 years of Experience	126	23.46	5.167	1.85	511	NS
	Below 10 years of Experience	387	22.59	4.363			
Equitable Pay and Rewards	Above 10 years of Experience	126	21.00	5.096	0.51	511	NS
	Below 10 years of Experience	387	20.75	4.635			
Justice in the Work Place	Above 10 years of Experience	126	47.12	5.598	0.33	511	NS
	Below 10 years of Experience	387	46.93	5.553			
Supervision	Above 10 years of Experience	126	42.61	5.489	0.10	511	NS

	Below 10 years of Experience	387	42.66	4.889			
Meaningful and Interesting Work	Above 10 years of Experience	126	23.98	2.820	0.98	511	NS
	Below 10 years of Experience	387	23.65	3.442			
Control over Self, Work and Work Place	Above 10 years of Experience	126	24.88	2.566	0.66	511	NS
	Below 10 years of Experience	387	24.67	3.192			
Decision Making Opportunities	Above 10 years of Experience	126	19.90	2.467	0.91	511	NS
	Below 10 years of Experience	387	19.66	2.595			
Growth Opportunities	Above 10 years of Experience	126	20.51	2.290	0.74	511	NS
	Below 10 years of Experience	387	20.32	2.531			
Feedback and Knowledge of Results	Above 10 years of Experience	126	20.45	2.395	1.54	511	NS
	Below 10 years of Experience	387	20.05	2.606			
Work Authority	Above 10 years of Experience	126	23.10	3.189	1.52	511	NS
	Below 10 years of Experience	387	22.58	3.326			
Recognition of Contribution	Above 10 years of Experience	126	26.91	3.422	1.09	511	NS
	Below 10 years of Experience	387	26.16	3.758			

N. S – Not Significant at 0.05 level of significance

NS – Not Significant.

(i) The obtained ‘t’ value of 1.85 is less than the tabled ‘t’ value of 1.96 at 0.05 level of significance for degrees of freedom 511. Therefore the null hypothesis Ho. 2.2 is accepted. Hence it is concluded that there is no significant difference in secondary school teachers with above 10 years and below 10 years of experience with respect to Job Security – an Indicator of Quality of Work Life.

(ii) The obtained ‘t’ value of 0.51 is less than the tabled ‘t’ value of 1.96 at 0.05 level of significance for degrees of freedom 881. Therefore the null hypothesis Ho. 2.2 is accepted and it is concluded that there is no significant difference in secondary school teachers with above 10 years and below 10 years of experience with respect to Equitable Pay and Rewards – an Indicator of Quality of Work Life.

(iii) The obtained ‘t’ value of 0.33 is less than the tabled ‘t’ value of 1.96 at 0.05 level of significance for degrees of freedom 511. Therefore the null hypothesis Ho. 2. is accepted and it is concluded that there is no significant difference in secondary school teachers with above 10 years and below 10 years of experience with respect to Justice in the Work Place – an Indicator of Quality of Work Life.

(iv) The obtained ‘t’ value of 0.10 is less than the tabled ‘t’ value of 1.96 at 0.05 level of significance for degrees of freedom 511. Therefore the null hypothesis Ho. 2.2 is accepted and it is concluded that there is no significant difference in secondary school teachers with above 10 years and below 10 years of experience with respect to Supervision– an Indicator of Quality of Work Life.

(v) The obtained ‘t’ value of 0.98 is less than the tabled ‘t’ value of 1.96 at 0.05 level of significance for degrees of freedom 511. Therefore the null hypothesis Ho. 2.2 is accepted and it is concluded that there is no significant difference in secondary school teachers with above 10 years and below 10 years of experience with respect to Meaningful and Interesting Work – an Indicator of Quality of Work Life.

(vi) The obtained ‘t’ value of 0.66 is less than the tabled ‘t’ value of 1.96 at 0.05 level of significance for degrees of freedom 511. Therefore the null hypothesis Ho: 2.2 is accepted and it is concluded that there is no significant difference in Secondary School Teachers with Above 10 years and Below 10 years of Experience with respect to Control over Self Work and Work Place – an Indicator of Quality of Work Life.

(vii) The obtained ‘t’ value of 0.91 is less than the tabled ‘t’ value of 1.96 at 0.05 level of significance for degrees of freedom 511. Therefore the null hypothesis Ho. 2.2 is accepted and it is concluded that there is no significant difference in secondary school teachers with above 10 years and below 10 years of experience with respect to Decision Making Opportunities – an Indicator of Quality of Work Life.

(viii) The obtained ‘t’ value of 0.74 is less than the tabled ‘t’ value of 1.96 at 0.05 level of significance for degrees of freedom 511. Therefore the null hypothesis Ho. 2.2 is accepted and it is concluded that there is no significant difference in secondary school teachers with above 10 years and below 10 years of experience with respect to Growth Opportunities – an Indicator of Quality of Work Life.

(ix) The obtained ‘t’ value of 1.54 is less than the tabled ‘t’ value of 1.96 at 0.05 level of significance for degrees of freedom 511. Therefore the null hypothesis Ho. 2.2 is accepted and it is concluded that there is no significant difference in secondary school teachers with above 10 years and below 10 years of experience with respect to Feedback and Knowledge of Result – an Indicator of Quality of Work Life.

(x) The obtained ‘t’ value of 1.52 is less than the tabled ‘t’ value of 1.96 at 0.05 level of significance for degrees of freedom 511. Therefore the null hypothesis Ho. 2.2 is accepted and it is concluded that there is no significant difference in secondary school teachers with above 10 years and below 10 years

of experience with respect to Work Authority – an Indicator of Quality of Work Life.

(xi) The obtained 't' value of 1.09 is less than the tabled 't' value of 1.96 at 0.05 level of significance for degrees of freedom 511. Therefore the null hypothesis Ho. 2.2 is accepted and it is concluded that there is no significant difference in secondary school teachers with above 10 years and below 10 years of experience with respect to Recognition of Contribution – an Indicator of Quality of Work Life.

☞ **Minor Hypothesis HO. 2.3: There is no significant difference in government, aided and unaided secondary school teachers with respect to the following Indicators of Quality of Work Life.**

(a) Job Security

(b) Equitable Pay and Rewards

(c) Justice in the Work Place

(d) Supervision

(e) Meaningful and Interesting Work

(f) Control over Self, Work and Work place

(g) Decision Making Opportunities

(h) Growth Opportunities

(i) Feedback and Knowledge of Results

(j) Work Authority

(k) Recognition of Contribution

One way ANOVA was employed to test the hypothesis Ho. 2.3. The results are presented in table no. 4.21

Table No. 4.21: *Summary table of One way ANOVA of Job Security*, Equitable Pay and Rewards, Justice in the Work Place, Supervision, Meaningful and Interesting Work, Control over Self, Work and Work Place, Decision making Opportunities, Growth Opportunities, Feedback and Knowledge of Results, Work Authority, and Recognition of Contribution – *an Indicators of Quality of Work Life of secondary school teachers belonging to government, aided and unaided schools.*

Source of Variance	Sum of Squares	df	Mean square	F value	Level of Significance
Between Group	203.049	2	101.525	4.906	NS
Within Group	10554.846	510	20.696		
Total	10757.895	512			
Between Group	74.726	2	37.363	1.661	NS
Within Group	11471.309	510	22.493		
Total	11546.035	512			
Between Group	46.738	2	23.369	0.755	NS
Within Group	15776.981	510	30.935		
Total	15823.719	512			
Between Group	14.473	2	7.237	0.284	NS
Within Group	12978.069	510	25.447		
Total	12992.542	512			
Between Group	34.798	2	17.399	1.601	NS
Within Group	5543.615	510	10.870		
Total	5578.413	512			
Between Group	1.131	2	.566	0.061	NS
Within Group	4759.563	510	9.332		
Total	4760.694	512			

Between Group	9.109	2	4.554	0.692	NS
Within Group	3357.585	510	6.584		
Total	3366.694	512			
Between Group	1.595	2	.798	0.130	NS
Within Group	3129.508	510	6.136		
Total	3131.103	512			
Between Group	7.514	2	3.757	0.573	NS
Within Group	3346.521	510	6.562		
Total	3354.035	512			
Between Group	11.494	2	5.747	0.528	NS
Within Group	5555.060	510	10.892		
Total	5566.554	512			
Between Group	12.552	2	6.276	0.460	NS
Within Group	6955.377	510	13.638		
Total	6967.930	512			

NS – Not Significant

(i) The obtained 'F' value of 4.906 is greater than the tabled 'F' value of 3.01 at 0. 05 level of significance for the degrees of freedom 2 and 510. Therefore the null hypothesis Ho. 2.3 is rejected and it is concluded that there is a significant difference in government, aided and unaided secondary school teachers with respect to Job Security – an Indicator of Quality of Work Life.

Comparing the mean values it is seen that the mean value of government school teachers is having more Job Security than those Aided and unaided counterparts and hence it is concluded that the teachers with Aided and Unaided School Teachers felt less Job Security when compared to those with government secondary school teachers.

(ii) The obtained ‘F’ value of 1.661 is less than the tabled ‘F’ value of 3.01 at 0.05 level of significance for the degrees of freedom 2 and 510. Therefore the null hypothesis Ho. 2.3 is accepted and it is concluded that there is no significant difference in government, aided and unaided secondary school teachers with respect to Equitable Pay and Rewards – an Indicator of Quality of Work Life.

(iii) The obtained ‘F’ value of 0.755 is less than the tabled ‘F’ value of 3.01 at 0.05 level of significance for the degrees of freedom 2 and 511. Therefore the null hypothesis Ho. 2.3 is accepted and it is concluded that there is no significant difference in government, aided and unaided secondary school teachers with respect to Justice in the Work Place – an Indicator of Quality of Work Life.

(iv)The obtained ‘F’ value of 0.28 is less than the tabled ‘F’ value of 3.01 at 0.05 level of significance for the degrees of freedom 2 and 510. Therefore the null hypothesis Ho. 2.3 is accepted and it is concluded that there is no significant difference in government, aided and unaided secondary school teachers with respect to Supervision– an Indicator of Quality of Work Life.

(v) The obtained ‘F’ value of 1.60 is less than the tabled ‘F’ value of 3.01 at 0.05 level of significance for the degrees of freedom 2 and 510. Therefore the null hypothesis Ho. 2.3 is accepted and it is concluded that there is no significant difference in government, aided and unaided secondary school teachers with respect to Meaningful and Interesting Work – an Indicator of Quality of Work Life.

(vi) The obtained ‘F’ value of 0. 61 is less than the tabled ‘F’ value of 3.01 at 0.05 level of significance for the degrees of freedom 2 and 510. Therefore the null hypothesis Ho. 2.3 is accepted and it is concluded that there is no significant difference in government, aided and unaided secondary school teachers with respect to Control over Self, Work and Work Place – an Indicator of Quality of Work Life.

(vii) The obtained ‘F’ value of 0. 69 is less than the tabled ‘F’ value of 3.01 at 0.05 level of significance for the degrees of freedom 2 and 510. Therefore the null hypothesis Ho. 2.3 is accepted and it is concluded that there is no significant difference in government, aided and unaided secondary school teachers with respect to Decision making opportunities – an Indicator of Quality of Work Life.

(viii) The obtained ‘F’ value of 0. 13 is less than the tabled ‘F’ value of 3.01 at 0.05 level of significance for the degrees of freedom 2 and 510. Therefore the null hypothesis Ho. 2.3 is accepted and it is concluded that there is no significant difference in government, aided and unaided secondary school teachers with respect to Growth opportunities – an Indicator of Quality of Work Life.

(ix) The obtained ‘F’ value of 0.57 is less than the tabled ‘F’ value of 3.01 at 0.05 level of significance for the degrees of freedom 2 and 510. Therefore the null hypothesis Ho. 2.3 is accepted and it is concluded that there is no significant difference in government, aided and unaided secondary school teachers with respect to Feedback and Knowledge of Result – an Indicator of Quality of Work Life.

(x) The obtained ‘F’ value of 0. 52 is less than the tabled ‘F’ value of 3.01 at 0.05 level of significance for the degrees of freedom 2 and 510. Therefore the null hypothesis Ho. 2.3 is accepted and it is concluded that there is no significant difference in government, aided and unaided secondary school teachers with respect to Work Authority – an Indicator of Quality of Work Life.

(xi) The obtained ‘F’ value of 0. 46 is less than the tabled ‘F’ value of 3.01 at 0.05 level of significance for the degrees of freedom 2 and 510. Therefore the null hypothesis Ho. 2.3 is accepted and it is concluded that there is no significant difference in government, aided and unaided secondary school teachers with respect to Recognition of Contribution – an Indicator of Quality of Work Life.

Sub- Section 2

Analysis related to Teaching Effectiveness is presented in this part

✍ MAJOR NULL HYPOTHESIS HO: 3

There is no significant difference between / among the following categories of Secondary School Teachers in Teaching Effectiveness.

(i) Male and Female

(ii) Above 10 years and Below 10 years of Experience

(iii) Government, Aided and Unaided Schools.

Minor hypotheses Ho. 3.1, Ho. 3.2, Ho. and 3.3, related to the major hypothesis HO.3 were framed.

Ho. 3.1: There is no significant difference in male and female secondary school teachers with respect to Teaching Effectiveness.

't' test was calculated to test hypothesis Ho:3.1. The results are presented in table no. 4. 22

Table No. 4.22: *Summary table of 't' test of Teaching Effectiveness of male and female secondary school teachers.*

	Gender	N	Mean	S D	t-Value	df	Level of Significance
Total Job Stress	Male	219	172.60	20.74	2.07	511	0.05*
	Female	294	176.02	27.32			

*Sig –Significant at 0.05 level of Significance

Table No. 4. 22 shows that the obtained 't' value of 2.07 is greater than the tabled 't' value of 1.96 at 0.05 level of significance for degrees of freedom 511. Therefore the null hypothesis Ho. 3.1 is rejected and the alternate hypothesis is

accepted. Hence, it is concluded that there is a significant difference in male and female secondary school teachers with respect to Overall Teaching Effectiveness.

Comparing the mean values it is seen that the mean value of Teaching Effectiveness, female teachers are higher than that of the male teachers. Therefore it is concluded that female teachers are more effective in teaching than their male counterparts.

Ho. 3.2: There is no significant difference in secondary school teachers with above 10 years and below 10 years of experience with respect to Overall Teaching Effectiveness.

't' test was calculated to test the hypothesis Ho. 3.2. The results are presented in table no. 4.23

Table No. 4.23: *Summary table of 't' test of Overall Teaching Effectiveness of secondary school teachers with above 10 years and below 10 years of experience.*

	Length of Experience	**N**	**Mean**	**S D**	**t-Value**	**df**	**Level of Sig.**
Total Job Stress	Above 10 years of Experience	126	178.10	19.74	2.204	511	0.05**
	Below 10 years of Experience	387	172.30	27.26			

** Significant at 0.05 level of significance

Table No. 4.23 shows that the obtained 't' value of 2.204 is greater than the tabled 't' value of 1.96 at 0.05 level of significance for degrees of freedom 511. Therefore the null hypothesis Ho. 3.2 is rejected and it is concluded that there is a significant difference in secondary school teachers with above 10 years and below 10 years of experience with respect to Overall Teaching Effectiveness.

Comparing the mean values it is seen that the mean value of Overall Teaching Effectiveness of secondary school teachers with above 10 years of experience is more than those of below 10 years of experience. Hence it is

concluded that the teachers with above 10 years of experience are more effective in teaching when compared to those with below 10 years of experience.

Ho. 3.3: There is no significant difference in secondary school teachers from government, aided and unaided with respect to Overall Teaching Effectiveness.

One way ANOVA was employed to test the hypothesis Ho. 3.3. The results are presented in table no. 4.24

Table No. 4.24: *Summary table of One Way ANOVA of Overall Teaching Effectiveness of secondary school teachers belonging to government, aided and unaided schools.*

Source of Variance	Sum of Squares	df	Mean square	F value	Level of Significance
Between Group	7690.707	2	3845.353	2.922	NS
Within Group	321137.539	510	649.289		
Total	328828.246	512			

NS – Not Significant

Table No. 4.24 shows that the obtained 'F' value of 2.92 is less than the 'F' tabled value of 3.01 at 0.05 level of significance for the degrees of freedom 2 and 510. Therefore the null hypothesis Ho. 3.3 is accepted and it is concluded that there is no significant difference in government, aided and unaided secondary school teachers with respect to Overall Teaching Effectiveness.

Sub- Section 3

Sub- Section 3 is divided into two parts viz., part A and part B

Part A:

Part A presents analysis related to Overall Teacher Empowerment

✍ **MAJOR NULL HYPOTHESIS HO.4**

There is no significant difference between / among the following categories of Secondary School Teachers with respect to Total Teacher Empowerment.

(i) Male and Female

(ii) Above 10 years and Below 10 years of Experience

(iii) Government, Aided and Unaided Schools

Minor hypotheses Ho. 4.1, Ho. 4.2, and Ho. 4.3 related to the major hypothesis HO. 4 were framed.

Ho. 4.1: There is no significant difference in male and female secondary school teachers with respect to Total Teacher Empowerment.

't' test was calculated to test hypothesis Ho. 3.1. The results are presented in table no. 4.25

Table No. 4.25: *Summary table of 't' test of Total Teacher Empowerment of male and female secondary school teachers.*

Total Teacher Empowerment	Gender	N	Mean	S D	t-Value	Df	Level of Significance
	Male	219	263.89	32.12	1.55	511	NS
	Female	294	267.97	28.96			

NS – Not Significant

Table No 4.25 shows that the obtained ‘t’ value of 1.55 is less than the tabled ‘t’ value of 1.96 at 0.05 level of significance for degrees of freedom 511. Therefore the null hypothesis Ho. 4.1 is accepted and it is concluded that there is no significant difference in male and female secondary school teachers with respect to total Teacher Empowerment.

Ho. 4.2: There is no significant difference in secondary school teachers with above 10 years and below 10 years of experience with respect to total Teacher Empowerment.

‘t’ test was calculated to test hypothesis Ho. 4.2. The results are presented in table no 4.26

Table No. 4.26: *Summary table of ‘t’ test of Overall Teacher Empowerment of secondary school teachers with above 10 years and below 10 years of Experience.*

	Length of Experience	**N**	**Mean**	**S D**	**t-Value**	**df**	**Level of Sig.**
Teacher empowerment	Above 10 years of Experience	126	262	32.01	1.54	511	NS
	Below 10 years of Experience	387	267	29.79			

NS- Not Significant at 0.05 level of Significance

Table No. 4.26 shows that the obtained ‘t’ value of 1.54 is greater than the tabled ‘t’ value of 1.96 at 0.05 level of significance for degrees of freedom 511. Therefore the null hypothesis Ho. 4.2 is accepted and it is concluded that there is no significant difference in secondary school teachers with above 10 years and below 10 years of Experience with respect to Total Teacher Empowerment.

Ho. 4.3: There is no significant difference in Overall Teacher Empowerment of secondary school teachers belonging to government, aided and unaided schools.

One Way Analysis of Variance (ANOVA) was employed to test the hypothesis Ho. 4.3. The results are presented in table no. 4.27

Table No. 4.27: *Summary table of One Way ANOVA of Overall Teacher Empowerment of secondary school teachers belonging to government, aided and unaided schools.*

Source of Variance	**Sum of Squares**	**df**	**Mean square**	**F value**	**Level of Significance**
Between Group	1685.98	2	842.99	0.912	NS
Within Group	471291.41	510	924.10		
Total	472977	512			

NS – Not Significant

Table No 4. 27 shows that the obtained 'F' value of 0.912 is less than the tabled 'F' value of 3.01 at 0. 05 level of significance for the degrees of freedom 2 and 510. Therefore the null hypothesis Ho. 4.3 is accepted and it is concluded that there is no significant difference in secondary school teachers belonging to government, aided and unaided schools with respect to Total Teacher Empowerment.

Part - B

This part presents the analysis related to difference in teachers belonging to the categories with respect to components of Teacher Empowerment.

✍ **MAJOR NULL HYPOTHESIS HO. 5**

There is no significant difference in Teacher Decision Making, Teacher Professional Development, Teacher Status, Teacher Autonomy, Teacher Impact, Teacher Self Efficacy - Components of Teacher Empowerment of Secondary School teachers belonging to the following categories

(i) Male and Female

(ii) Above 10 years and Below 10 years of Experience

(iii) Government, Aided and Unaided Schools

Minor hypotheses Ho. 5.1, Ho. 5.2, and Ho. 5.3 is related to the major hypothesis HO. 5 were framed.

☞ **Minor Hypothesis HO. 5.1 There is no significant difference in male and female secondary school teachers with respect to the following Components of Teacher Empowerment.**

(a) Teacher Decision Making

(b) Teacher Professional Development

(c) Teacher Status

(d) Teacher Autonomy

(e) Teacher Impact

(f) Teacher Self Efficacy

't' test was calculated to test hypothesis Ho. 5.1. The results are presented in table no. 4.28

Table No. 4.28: *Summary table of 't' test of Teacher Decision Making, Teacher Professional Development, Teacher Status, Teacher Autonomy, Teacher Impact, Teacher Self Efficacy –Components of Teacher Empowerment of male and female secondary school teachers.*

Components of Teacher Empowerment	Gender	N	Mean	S D	t-value	df	Level of Significance
Teacher Decision Making	Male	219	38.95	4.730	0.51	511	NS
	Female	294	39.16	4.520			
Teacher Professional Development	Male	219	46.30	6.885	1.10	511	NS
	Female	294	46.94	6.158			
Teacher Status	Male	219	39.88	5.183	1.13	511	NS
	Female	294	40.37	4.598			
Teacher Autonomy	Male	219	42.63	7.367	1.13	511	NS
	Female	294	43.38	7.409			
Teacher Impact	Male	219	47.86	8.637	2.02	511	NS
	Female	294	49.33	7.814			
Teacher Self Efficacy	Male	219	48.51	7.002	1.05	511	NS
	Female	294	49.12	5.981			

NS – Not Significant

(i) The obtained 't' value of 0.51 is less than the tabled 't' value of 1.96 at 0.05 level of significance for degrees of freedom 511. Therefore the null hypothesis Ho. 5.1 is accepted and it is concluded that there is no significant

difference in male and female secondary school teachers with respect to Teacher Decision Making – a Component of Teacher Empowerment.

(ii) The obtained ‘t’ value of 1.10 is less than the tabled ‘t’ value of 1.96 at 0.05 level of significance for degrees of freedom 511. Therefore the null hypothesis Ho. 5.1 is accepted and it is concluded that there is no significant difference in male and female secondary school teachers with respect to Teacher Professional Development – a Component of teacher Empowerment.

(iii) The obtained ‘t’ value of 1.13 is less than the tabled ‘t’ value of 1.96 at 0.05 level of significance for degrees of freedom 511. Therefore the null hypothesis Ho: 5.1is accepted and it is concluded that there is no significant difference in male and female secondary school teachers with respect to Teacher Status – a Component of teacher Empowerment.

(iv) The obtained ‘t’ value of 1.13 is less than the tabled ‘t’ value of 1.96 at 0.05 level of significance for degrees of freedom 511. Therefore the null hypothesis Ho. 5.1 is accepted and it is concluded that there is no significant difference in male and female secondary school teachers with respect to Teacher Autonomy – a component of teacher Empowerment.

(v) The obtained ‘t’ value of 2.02 is less than the tabled ‘t’ value of 1.96 at 0.05 level of significance for degrees of freedom 511. Therefore the null hypothesis Ho. 5.1 is accepted and it is concluded that there is no significant difference in male and female secondary school teachers with respect to Teacher Impact – a Component of Teacher Empowerment.

(vi) The obtained ‘t’ value of 1.05 is less than the tabled ‘t’ value of 1.96 at 0.05 level of significance for degrees of freedom 511. Therefore the null hypothesis Ho. 5.1 is accepted and it is concluded that there is no significant difference in male and female secondary school teachers with respect to Teacher Self Efficacy – a Component of Teacher Empowerment.

☞ **Minor Hypothesis HO. 5.2: There is no significant difference in secondary school teachers with above 10 years and below 10 years of experience with respect to the following Components of Teacher Empowerment.**

(a) Teacher Decision Making

(b) Teacher Professional Development

(c) Teacher Status

(d) Teacher Autonomy

(e) Teacher Impact

(f) Teacher Self Efficacy

't' test was calculated to test hypothesis Ho. 5.2. The results are presented in table no. 4.29

Table No. 4.29: *Summary table of 't' test of Teacher Decision Making, Teacher Professional Development, Teacher Status, Teacher Autonomy, Teacher Impact, Teacher Self Efficacy – Components of Teacher Empowerment of secondary school teachers with above 10 years and below 10 years of experience.*

Components of Teacher Empowerment	Length of Experience	N	Mean	S D	t-value	df	Level of Significance
Teacher Decision Making	Above 10 years of Experience	126	38.79	4.75	0.76	511	NS
	Below 10 years of Experience	387	39.16	4.56			
Teacher Professional Development	Above 10 years of Experience	126	46.13	6.88	1.06	511	NS
	Below 10 years of Experience	387	46.84	6.34			
Teacher Status	Above 10 years of Experience	126	39.70	5.37	1.22	511	NS

	Below 10 years of Experience	387	40.31	4.67			
Teacher Autonomy	Above 10 years of Experience	126	42.56	7.29	0.87	511	NS
	Below 10 years of Experience	387	43.23	7.42			
Teacher Impact	Above 10 years of Experience	126	47.17	8.78	2.42	511	NS
	Below 10 years of Experience	387	49.20	7.94			
Teacher Self Efficacy	Above 10 years of Experience	126	48.44	7.02	0.83	511	NS
	Below 10 years of Experience	387	48.99	6.23			

NS- Not Significant at 0.05 level of significance

(i) The obtained 't' value of 0.76 is less than the tabled 't' value of 1.96 at 0.05 level of significance for degrees of freedom 511. Therefore the null hypothesis Ho. 5.2 is accepted and it is concluded that there is no significant difference in secondary school teachers with above 10 years and below 10 years of experience with respect to Teacher Decision Making – a Component of Teacher Empowerment.

(ii) The obtained 't' value of 1.06 is less than the tabled 't' value of 1.96 at 0.05 level of significance for degrees of freedom 511. Therefore the null hypothesis Ho. 5.2 is accepted and it is concluded that there is no significant difference in secondary school teachers with above 10 years and below 10 years of experience with respect to Teacher Professional Development – a Component of Teacher Empowerment.

(iii) The obtained 't' value of 1.22 is less than the tabled 't' value of 1.96 at 0.05 level of significance for degrees of freedom 511. Therefore the null hypothesis Ho. 5.2 is accepted and it is concluded that there is no significant

difference in secondary school teachers with above 10 years and below 10 years of experience with respect to Teacher Status – a Component of Teacher Empowerment.

(iv) The obtained ‘t’ value of 0.87 is less than the tabled ‘t’ value of 1.96 at 0.05 level of significance for degrees of freedom 511. Therefore the null hypothesis Ho. 5.2 is accepted and it is concluded that there is no significant difference in secondary school teachers with above 10 years and below 10 years of experience with respect to Teacher Autonomy – a Component of Teacher Empowerment.

(v) The obtained ‘t’ value of 2.42 is greater than the tabled ‘t’ value of 1.96 at 0.05 level of significance for degrees of freedom 511. Therefore the null hypothesis Ho. 5.2 is rejected and it is concluded that there is a significant difference in secondary school teachers with above 10 years and below 10 years of experience with respect to Teacher Impact – a Component of Teacher Empowerment.

Comparing the mean values it is found that the mean value of Teacher Impact with above 10 years of experience is more than those below 10 years of experience. Hence it is concluded that teachers with below 10 years of experience possess more Impact – a Component of Teacher Empowerment when compared to those above 10 years of experience.

(vi) The obtained ‘t’ value of 0.83 is less than the tabled ‘t’ value of 1.96 at 0.05 level of significance for degrees of freedom 511. Therefore the null hypothesis Ho. 5.2 is accepted and it is concluded that there is no significant difference in secondary school teachers with above 10 years and below 10 years of experience with respect to Teacher Self Efficacy – a Component of Teacher Empowerment.

☞ **Minor Hypothesis HO. 5.3: There is no significant difference in government, aided and unaided secondary school teachers with respect to the following Components of Teacher Empowerment**

(a) Teacher Decision Making

(b) Teacher Professional Development

(c) Teacher Status

(d) Teacher Autonomy

(e) Teacher Impact

(f) Teacher Self Efficacy

One Way ANOVA was employed to test the hypothesis Ho. 5.3. The results are presented in table no. 4.30

Table No. 4.30: *Summary table of One Way ANOVA of Teacher Decision Making, Teacher Professional Development, Teacher Status, Teacher Autonomy, Teacher Impact, Teacher Self Efficacy – Components of Teacher Empowerment of secondary school teachers belonging to government, aided and unaided Schools.*

Source of Variance	Sum of Squares	df	Mean square	F value	Level of Significance
Between Group	7.042	2	3.521	0.16	NS
Within Group	10860.704	510	21.295		
Total	10867.747	512			
Between Group	52.913	2	26.456	0.62	NS
Within Group	21441.746	510	42.043		
Total	21494.659	512			

Between Group	22.459	2	11.229	0.47	NS
Within Group	12057.752	510	23.643		
Total	12080.211	512			
Between Group	91.127	2	45.563	0.83	NS
Within Group	27895.750	510	54.698		
Total	27986.877	512			
Between Group	174.138	2	87.069	1.29	NS
Within Group	34250.825	510	67.158		
Total	34424.963	512			
Between Group	59.407	2	29.703	0.71	NS
Within Group	21156.488	510	41.483		
Total	21215.895	512			

NS – Not Significant

(i) The obtained 'F' value of 0.16 is less than the tabled 'F' value of 3.01 at 0.05 level of significance for the degrees of freedom 2 and 510. Therefore the null hypothesis Ho. 5.3 is accepted and it is concluded that there is no significant difference in government, aided and unaided secondary school teachers with respect to Teacher Decision Making – a component of Teacher Empowerment.

(ii) The obtained 'F' value of 0. 62 is less than the tabled 'F' value of 3.01 at 0.05 level of significance for the degrees of freedom 2 and 510. Therefore the null hypothesis Ho. 5.3 is accepted and it is concluded that there is no significant difference in government, aided and unaided secondary school teachers with

respect to *Teacher Professional Development* – a component of Teacher Empowerment.

(iii) The obtained 'F' value of 0.47 is less than the tabled 'F' value of 3.01 at 0.05 level of significance for the degrees of freedom 2 and 510. Therefore the null hypothesis Ho. 5.3 is accepted and it is concluded that there is no significant difference in government, aided and unaided secondary school teachers with respect to *Teacher Status* – a Component of Teacher Empowerment.

(iv) The obtained 'F' value of 0.83 is less than the tabled 'F' value of 3.01 at 0. 05 level of significance for the degrees of freedom 2 and 510. Therefore the null hypothesis Ho. 5.3 is accepted and it is concluded that there is no significant difference in government, aided and unaided secondary school teachers with respect to *Teacher Autonomy* – a Component of Teacher Empowerment.

(v) The obtained 'F' value of 1.29 is less than the tabled 'F' value of 3.01 at 0. 05 level of significance for the degrees of freedom 2 and 510. Therefore the null hypothesis Ho. 5.3 is accepted and it is concluded that there is no significant difference in government, aided and unaided secondary school teachers with respect to Teacher Impact – a Component of Teacher Empowerment.

(vi) The obtained 'F' value of 0.71 is less than the tabled 'F' value of 3.01 at 0. 05 level of significance for the degrees of freedom 2 and 510. Therefore the null hypothesis Ho. 5.3 is accepted and it is concluded that there is no significant difference in government, aided and unaided secondary school teachers with respect to Teacher Self Efficacy – a Component of Teacher Empowerment.

4.3 SECTION III

Section III deals with the analysis related to finding if there is any main and interaction effect of Teacher Empowerment and Teaching Effectiveness on Quality of Work Life of secondary school teachers. Two Way ANOVA technique was employed for this purpose.

✍ MAJOR NULL HYPOTHESIS HO. 6

There is no significant main and interaction effect of Teaching Effectiveness and Teacher Empowerment of Secondary School Teachers on Quality of Work Life.

- ☞ **Minor null hypotheses Ho.6.1, Ho. 6.2 and Ho. 6.3 is related to major null hypotheis Ho.6.**

Ho.7.1: There is no significant main effect of Teaching Effectiveness of secondary school teachers on their Quality of Work Life.

Ho.7.2: There is no significant main effect of Teacher Empowerment of secondary school teachers on their Quality of Work Life.

Ho. 7.3: There is no significant interaction effect of Teaching Effectiveness and Teacher Empowerment of secondary school teachers on their Quality of Work Life.

Two Way ANOVA was employed to test minor null hypotheses Ho. 6.1, Ho. 6.2 and Ho. 6.3.

The results are presented in table no. 4.31

Table No. 4.31: *Summary table of Two Way ANOVA of Teaching Effectiveness and Teacher Empowerment on Quality of Work Life of secondary school teachers.*

Source of Variance	Sum of Squares	df	Mean Square	F value	Level of Sig.
Teaching Effectiveness	42520.068	56	759.287	0.856	NS
Teacher Empowerment	14100.872	16	881.304	0.993	
Teaching Effectiveness * Teacher Empowerment	177094.968	217	816.106	0.920	
Error	197016.839	222	887.463		
Total	4.37887	513			
Corrected Total	426940.877	512			

NS – Not Significant

Table No. 4.31 shows that the obtained 'F' value for the main effect of Teaching Effectiveness on Quality of Work Life is not significant. Hence the null hypothesis Ho. 6.1 is accepted and it is concluded that teachers with different levels of Teaching Effectiveness do not differ in their Quality of Work Life.

Table no. 4.31 also shows that the obtained 'F' value for the main effect of Teacher Empowerment on Quality of Work Life is not significant. Hence the null hypothesis Ho. 6.2 is accepted and it is concluded that teachers with different levels of Teacher Empowerment do not differ significantly in their Quality of Work Life.

Table No. 4.31 also reveals that there is no significant interaction effect of Teaching Effectiveness and Teacher Empowerment of secondary school teachers on their Quality of Work Life. Therefore the null hypothesis Ho. 6.3 is accepted and it is concluded that there is no significant interaction effect of Teaching Effectiveness and Teacher Empowerment of Secondary School Teachers on their Quality of Work Life.

4.4 SECTION IV

Section IV deals with analysis related to finding if there is any significant relationship between Teaching Effectiveness and Quality of Work Life, Teacher Empowerment and Quality of Work Life. Pearson Product Moment Correlation coefficient was employed for this purpose.

✍ MAJOR NULL HYPOTHESIS HO: 7

To study whether the Quality of Work Life of Secondary School Teachers is related to

(i) Teaching Effectiveness

(ii) Teacher Empowerment

Minor hypotheses Ho. 7.1 and Ho. 7.2 related to the major null hypothesis HO. 7 were framed.

Minor Hypothesis Ho. 7.1: There is no significant relationship between Quality of Work Life and Teaching Effectiveness of Secondary School Teachers.

Pearson Product Moment Correlation technique was employed to test hypothesis Ho. 7.1. The results are shown in table no. 4.32

Table No. 4.32: *Summary table of Pearson Product Moment Correlation for Quality of Work Life and Teaching Effectiveness of secondary school teachers.*

Variables	N	'r' Value	Magnitude
Quality of Work Life and Teaching Effectiveness	513	0.57	Moderate and Positive

NS- Not Significant

Table no 4.32 reveals that the obtained 'r' value is 0. 57. Therefore it is concluded that a positive and moderate correlation exists between Quality of Work Life and Teaching Effectiveness of Secondary school teachers.

Minor Hypothesis Ho. 7.2: There is no significant relationship between Quality of Work Life and Teacher Empowerment of Secondary School Teachers.

Pearson Product Moment Correlation technique was calculated to test the hypothesis Ho. 7.2. The results are shown in table no. 4.33

Table No. 4.33: *Summary table of Pearson Product Moment Correlation for Quality of Work Life and Teacher Empowerment of secondary school teachers.*

Variables	**N**	**'r' Value**	**Magnitude**
Quality of Work Life and Teacher Empowerment	513	0.057	Negligible

NS – Not Significant

Table no 4.33 reveals that the obtained 'r' value of 0.057. Therefore, it is concluded that negligible positive correlation exists between Quality of Work Life and Teacher Empowerment of secondary school teachers.

Chapter V

Summary of study and Conclusions

CHAPTER V

SUMMARY OF THE STUDY, FINDINGS AND CONCLUSIONS

5.1 INTRODUCTION

Work takes up a major share of everyone's life since it is necessary for an individual's livelihood. In today's modern world a large chunk of people's life is spent at work. People spend around one third of their life at their work place. This enormous part of life time spent at work should give satisfaction and a sense of fulfillment for having worked purposefully, constructively, and fruitfully.

Working is a critical activity for the preservation of personal health and is important for human beings. It also serves as an energizer for personal identity and boosts the self-esteem of men and women as they take up meaningful work. It also develops a sense of identity, dignity, and worth. Achievement of a meaningful result assists an individual in growing and actualizing his full potential. It improves the conditions of life of a community. While working, an individual is exerting an effort in order to make something, to achieve something, or to produce a desired effect. For human beings, "to be able to do something" means to make it visible that "I", as the subject, is active in the world, that "I" exist. Working is a meaningful way to prove one's existence, and hopefully, that it is worth to be lived.

The terms Work and Job are normally used synonymously. Work is more comprehensive thana job. Work is considered a positive virtue and is described by such positive terms as industrious, diligent, persevering and willing to take initiative and devoted to one's occupation. The work instinct of an individual is associated with the pleasure that provides the opportunity to achieve something, to surpass oneself, to exercise one's imagination and intelligence, to become a better person, to know oneself, to meet other people, to help people, to feel competent and powerful, and to be effective.

Teaching is one of the most significant and noblest profession in the world. All the other professions, job and work in the society have their bases in teaching. As a profession it is the basis of the development of any country. Teachers are essential for the effective functioning of the nation. Teachers take a significant role in constructing the personality of students, who are the future of a nation.

5.1.1 QUALITY OF WORK LIFE

In the post-modern era several factors which have evolved have led to an increase in concern for Quality of Work Life (QWL). Increase in then education level and consequently job aspirations of employees, association of workers, significance of human resource management, widespread unrest in work place and knowledge and behavior of workers in the recent years have created a demand for research on the concept of Quality of work life.

Quality of Work Life, as a concept is based on the assumption that a job is more than just a job. It is the core of a person's life. Quality of work life has become a conceivable aspect of the work ethics and working conditions in recent days. Quality of work life is a principle of job enrichment and socio-technical enrichments and is a comprehensive effort to improve the quality of the work environment. It promotes the organizational performance and teacher's wellbeing which in turn depends on the management style, freedom to make decisions, pay and benefits, working conditions, safety and meaningful work.

Robbins (1989) defined the term as,

"A process by which an organization responds to employee needs by developing mechanisms to allow them to share fully in making the decisions that design their lives at work".

Goodman defines,

"Quality of work life is an attempt to restructure multiple dimensions of the organization and to institute a mechanism which introduces and sustains changes over time".

The definitions of quality of work life and its characteristics make clear, the goal of improving the quality of work life lies in the organizational conditions that foster individual learning and development, that provide individuals with substantial influence and control over what they do and how they are to do it and that provide individuals with interesting and meaningful work that serves as a service as a source of a personal satisfaction and a means to valued personal rewards.

Richard E. Walton explains quality of work life in terms of eight broad conditions of employee that constitute desirable quality of work life. He proposed the following criteria for measuring quality of work life:

- Adequate and fair salary
- Safe and healthy working conditions
- Opportunity to use and develop human capacities
- Opportunity for career growth
- Social integration in the work force
- Constitutionalism in the work organization
- Work and quality of life
- Social relevance of work

Though importance of profession is obvious, the social and psychological conditions exert a strong influence on the levels of job stress, work culture and in turn on the quality of work life of teachers. Quality of life and quality of work is apparently related to work culture and the stress experienced at work.

5.1.2 Teaching Effectiveness:

Teaching is the most arduous, complex and important profession in our society. Yet teachers are overworked, underpaid and underappreciated. There is a common bond which unites all teachers, i.e. the desire to help students reach their

maximum potentials as human beings. When thisgoal is achieved, students grow as a result of teaching, all the training and hard work is felt to beworthwhile.

Teaching is an organized set of cognitive acts. Operations of teaching, is both overt and covert, organized logically and meaningfully. It has a configuration, which can be analyzed, reasoned out, described, explained and changed for improvement. These behaviors can be systematically and hierarchically arranged in categories called taxonomy. The effectiveness of teaching is the competence of a teacher, the attributes of instructional process and the teacher impact on pupil behaviour. The growth of all these dimensions of this broad' and diverse discipline of , teacher education is, like any other discipline, extensive and research savvy, in search of what really contributes to effective teaching.

Ryans (1960), puts it in this way: "Teaching can be effective to the extent the teacher acts in ways that are favorable to the development of basic skills, understanding, work habits, desirable attitude, value judgment and adequate personal adjustment of the pupils". A teacher's role may vary according to the characteristics of pupils, grade level, and the field of learning, that is, of the subject matter. According to Ryans(1960) effective teaching should be relative to three major sets of conditions:

i) The social or cultural group in which the teacher operates, involves social values which frequently differ from person to person, community to community, culture to culture and time to time;
ii) The grade level and subject matter taught; and
iii) Intellectual and personal characteristics of the pupils taught.

5.1.3 Teacher Empowerment:

Empowerment at the individual level, is the expansion of freedom of choice and action, increase in one's authority and control over the resources and

decisions that affect one's life. As individuals exercise their choice, they achieve increased control.

The first definition of the word empowerment refers back to 1788 in which it is considered as delegation in role of their organization and authority granted to a person. Grew (1971) refers to common definition of empowerment that includes delegation of legislation power, delegation of authority, mission and sector power. In particular this term was introduced in 1980 in the field of management and was a response to promote Taylorism approach for job design.

Empowerment is broadly defined as control over material assets, intellectual resources and ideology. The process of challenging existing power relations, and of gaining greater control over the sources of power, may be termed as empowerment. This broad definition is defined by feminist scholars and activists within the context of their own regions (Batliwala 1995).

5.2 NEED AND IMPORTANCE OF THE STUDY

Education determines the level of prosperityand welfare of the people of any nation. Education provides an individual with an insight into life affairs and teaches him/her to act justly and rightly. The system of education forms the back bone of a developing country and India being in the forefront of such nations, should consider its teachers to be the pivot around whom the entire educational system would develop. In this context, the job of a teacher is the most important and challenging one. It is the teacher who is the embodiment of knowledge and the one who can help and guide the young mass. Hence teachers need to be empowered so that they can acquire the ability to take charge of their own growth and be able to improve upon their present practices in their everyday practice. Empowered teachers tend to develop skills and competence needed to make important collaborative decisions and a display of commitment, that in turn will create room for significant collaborative participation and democratic understanding. It enables teachers to exercise power over their educational lives

and resist controls that are detrimental to their work. It enables them to generate and amplify their voice in educational affairs, develop and improve their pedagogical know-how, which increases their competence and this would cascade down to the achievement of the objectives of the school. It creates a situation where teachers would be able to work closely with the school administration on matters that affect them collectively and individually.It develops a sense of appreciation which eventually trickles down to personal activities at classroom level. It helps a teacher to discover himself, be updated on new knowledge which when utilized help to transform teachers every day practices in order to accomplish the educational objectives. It enables a teacher to undertake critical and transformative actions every day and in the process take charge of situations. It would help to develop the capacity to reflect and evaluate their academic progress andthus cater to the needs of their stakeholders.

Personality, attitude, morale, commitment, effectiveness, empowerment, quality of work life of a teacher assumes a permanent significance in determining their effectiveness and thus quality of education. Empowerment ensures shared decision-making and is essential to school reform and to the changing demands in the digital world. Empowered teachers gain control over decisions that affect the school workplace and the classroom in particular. It is in this context that the investigator attempts to study the relation between Teaching Effectiveness and Teacher Empowerment and their influence on Quality of Work Life of Secondary School Teachers.

5.3 REVIEW OF RELATED LITERATURE:

Research studies related to the variables of this study have been reviewed and classified under three sections namely;

- Studies related to Quality of Work Life
- Studies related to Teaching Effectiveness
- Studies related to Teacher Empowerment

5.4 OBJECTIVES OF THE STUDY

The following are the objectives of the study:

1. To assess the level of Quality of Work Life among Secondary School Teachers.
2. To assess the level of Teacher Empowerment among Secondary School Teachers.
3. To assess the level of Teaching Effectiveness among Secondary School Teachers.
4. To study the difference between the following categories of Secondary School Teachers in total Quality of Work Life and its indicators.
    (i) Male and Female
    (ii) More and Less Experienced
    (iii) Government, Aided and Unaided Schools
5. To study the difference between the following categories of Secondary School Teachers in total Teacher Empowerment and its components.
    (i) Male and Female
    (ii) More and Less Experienced
    (iii) Government, Aided and Unaided Schools
6. To study the difference between the following categories of Secondary School teachers in total Teaching Effectiveness and its components.
    (i) Male and Female
    (ii) More and Less Experienced
    (iii) Government, Aided and Unaided Schools
7. To study the relationship between Quality of Work Life and Teacher Empowerment of Secondary School Teachers.
8. To study the relationship between Quality of Work Life and Teaching Effectiveness of Secondary School Teachers.
9. To study the relationship between Teacher Empowerment and Teaching Effectiveness of Secondary School Teachers.

10. To study the main and interaction effect of Teacher Empowerment and Teaching Effectiveness on quality of work life of Secondary School Teachers.

5.5 HYPOTHESES OF THE STUDY:

The following null hypotheses were formulated in pursuance to the objectives of the study.

Major Null Hypothesis Ho. 1

There is no significant difference between / among the following categories of secondary school teachers in Total Quality of Work Life.

(i) Male and Female
(ii) More and less experienced
(iii) Government, Aided and Unaided Schools

Major Null Hypothesis Ho. 2

There is no significant difference between /among Job Security, Equitable pay and Rewards, Justice in the work place, supervision, Meaningful and Interesting Work, Control over Self, Work and Work Place, Decision Making opportunities, Growth Opportunities, Feedback and Knowledge of Results, Work Authority, and Recognition of Contribution – Indicators of Quality of Work life of Secondary School Teachers belonging to the following categories

(i) Male and Female
(ii) More and Less experienced
(iii) Government, Aided and Unaided Schools.

Major Null Hypothesis Ho. 2

There is no significant difference between / among Decision Making, Professional Development, Teacher Status, Self-Efficacy, Autonomy, and Impact

– Components of Teacher Empowerment of Secondary School Teachers belonging to the following categories.

(i) Male and Female

(ii) More and Less Experienced

(iii) Government, Aided and Unaided Schools.

Major Null Hypothesis Ho. 3

There is no significant difference between / among Socio-Emotional Climate, Competence, Communication, Systematic Behaviour, Classroom Management, Clarity, Structure, Warmth, Enthusiasm, opportunity to learn – Areas of Teaching Effectiveness of Secondary School Teachers belonging to the following categories.

(i) Male and Female

(ii) More and Less Experienced

(iii) Government, Aided and Unaided Schools.

Major Null Hypothesis Ho. 4

There is no significant relationship between Quality of Work Life and teacher Empowerment of Secondary School Teachers

Major Null Hypothesis Ho. 5

There is no significant relationship between Quality of Work Life and Teaching Effectiveness of Secondary School Teachers.

Major Null Hypothesis Ho. 6

There is no significant relationship between Teacher Empowerment and Teaching Effectiveness of Secondary School Teachers.

Major Null Hypothesis Ho. 7

There is no significant main and interaction effect of Teacher Empowerment and Teaching Effectiveness on Quality of Work Life of Secondary School Teachers.

5.6 VARIABLES OF THE STUDY

The following are the variables of the study:

Main Variables:

- Quality of Work Life
- Teacher Empowerment
- Teaching Effectiveness

Background Variables:

Gender: Male and Female

Length of Experience: More Experienced and Less Experienced

Type of School: Government, Aided and Unaided Schools.

5.7 OPERATIONAL DEFINITIONS OF KEY TERMS:

- **QUALITY OF WORK LIFE**

Quality of work life is the perception of the teachers about their work environment, organization and the people associated with them at their work place, with the human, technical and economic dimension. Quality of Work Life is indicated by the extent to which their work has caused them to experience a more satisfactory work life. The indicators of Quality of Work Life in this study are:

- ***Job Security:*** refers to the feeling of fearlessness of a teacher towards the probability of him / her loosing the job and becoming unemployed.

- ***Equitable Pay and Rewards:*** refers to equal pay and rewards for equal work in the educational organization. It is the degree to which the institution follows fair procedure in giving promotion and reward for efficient and effective work.

- ***Justice in the Work Place:*** refers to undifferentiated application of rules and regulations to all those teachers working in the educational organization. It refers to teachers being given equal opportunity to attend in-service training programmes, seminars, workshops and freedom to express their views.

- ***Supervision:*** refers to the act of the management in maintaining and regulating teacher's work, interpersonal relationship, development of team spirit, encouragement to work, providing objective feedback and career guidance to their teachers.

- ***Meaningful and Interesting Work:*** refers to the extent to which the teacher's work is able to hold their attention. It is the degree to which teachers find their work to have significance and purpose, the contribution their work makes to find meaning in their life and the means for their work to make positive contribution to individuals, family, community and the society at large. It is also the extent to which the sense of fulfillment and enjoyment they get from their work.

- ***Control over Self, Work and Work Place:*** refers to the sense of having control over self, work and work place, recognition of self at work, ability to exercise restraint over one's feelings, emotions and reactions at work place, and control over the way the teachers perform their job and also the degree to which they are able to gain authority and autonomy at work place.

- ***Decision Making Opportunities:*** refers to the chances given to the individual teacher to select a course of action among several alternatives in the educational system. It refers to the openings for a teacher to participate and express his/her opinion during the decision making process in the organization. It also refers to the opportunities provided to a teacher to take decisions on adopting new teaching methods, new techniques of evaluating student learning, finding their own solutions to the problems they face and

adopting them in schools, and implementing new strategies for improvement of the existing educational practices.

- ***Growth Opportunities:*** refers to the circumstances at work place that are favorable for continuous professional growth of a teacher by means of expanding his/ her knowledge, capabilities, enrichment of their competencies and qualification. It also refers to creation of situations suitable for their career development, promotions, and future prospects in the job.

- ***Feedback and Knowledge of Results:*** Feedback refers to the information given to the teacher about their performance for future improvement by their higher authorities, colleagues, parents and students. Knowledge of results refers to the adequacy of information a teacher receives about the effect and extent of success of their work.

- ***Work Authority:*** refers to the power to enforce and communicate corrective measures, judge suitability of the prevalent learning environment, flexibility for expressing their ideas and freedom to adopt innovative methods in the teaching learning process, responsibility and duty of the teacher to take immediate action about their work, discuss and determine corrective measures with personnel involved in the educational process of the organization, review and revise measures if necessary.

- ***Recognition of Contribution:*** refers to the feeling of a teacher being appreciated for their performance. It is the official act by which the teacher receives acknowledgement of their achievement, service and merit, which results in enhancement of their self esteem. In the present education system recognition of contribution may take the form of rewards, awards, promotions and additional responsibilities bestowed on the teacher by the higher authorities.

Total Quality of Work Life: is indicated by the sum total of the scores on all the indicators of Quality of Work Life.

In the present study, Quality of Work Life of Teachers is represented by the total scores obtained by the teachers on Teacher's Quality of Work Life Scale that was constructed by the researcher. The teachers are categorized into three levels based on their Quality of Work Life as those possessing high, moderate and low Quality of Work Life.

- **TEACHER EMPOWERMENT:** Teacher Empowerment is a process, which will affect the teacher and would lead more or less automatically to more favorable situations. It refers to the teachers right to participate in the determination of school goals, policies and practices and to exercise professional judgment about what and how to teach and evaluate.

  The components of Teacher Empowerment in this study are:

- **Teacher Decision Making: refers to** teachers involvement in making decisions concerning aspects of designing and planning the teaching and learning process that includes curriculum, textbooks, scheduling, planning, personnel selection, and goal setting. Their involvement must have an impact on final decisions. Teachers involvement in decision making will result in teachers being responsible for solving problems.
- **Teacher Professional Development:** refers to the commitment and efforts of the teacher provided the opportunity for continuous professional growth. Teachers feel more empowered when they are knowledgeable about their subject and skillful in the act of teaching.
- **Teacher Status:** Status refers to the professional respect and acknowledgement that teachers receive from peers for their expertise. Teachers feel that the status of the profession has suffered because of the public's low opinion of public education.
- **Teacher Autonomy:** refers to teachers believing that they have control over certain aspects of their work and is directly related to their freedom to

make decisions that allows for growth essential to success. Autonomy creates a greater interest in teaching, increases collaboration, and increases self-esteem.

- **Teacher Impact:** refers to the teacher's need to have an influence on the teaching and learning process. Teachers knowledge about their self-value to the organization and the awareness that they are positively affecting the teaching and learning process leads them to believe their ideas will be put into practice.
- **Teacher Self Efficacy:** refers to teachers believing that they possess the skills to perform their job. Their knowledge that they are competent to make a difference increases as teachers develop competence. When teachers possess the required skills and abilities and believe their knowledge of teaching and learning is of value; they feel more empowered.
- ***Overall Teacher Empowerment:*** is indicated by the sum total of the scores on all the components of teacher empowerment.

In the present study, Teacher Empowerment is represented by the total scores obtained by the teachers on Teacher Empowerment Scale that is constructed by the researcher. The teachers are categorized into three levels based on their Empowerment as those with high, moderate and low Empowerment.

- **TEACHING EFFECTIVENESS:** Teaching Effectiveness is the collections of characteristics, competencies and behaviors of teacher's at all educational levels that enable students to reach desired outcomes. In the present study the researcher used the term Teaching Effectiveness refers to effectiveness of teaching delivered by the teachers in the following dimensions- (i) socio-emotional climate, (ii) competency, (iii) communication, (iv) systematic/businesslike behaviour, (v) classroom management, (vi) clarity, (vii) structure, (viii) warmth, (ix) enthusiasm, and (x) opportunity to learn.

In the present study Teaching Effectiveness of secondary school teachers is represented by their scores on Students Ratings of Teaching Effectiveness Scale developed by Deshpande, Shashikal (1991).

- **TYPE OF SCHOOL:**

In this study the following three categories of schools were considered:

- **Government School:** Schools which are established, funded and managed by Government of Karnataka are classified as Government Schools.
- **Aided Schools:** Schools which are established and owned by private management and funded by Government of Karnataka are classified as Aided Schools.
- **Un-aided Schools:** Schools which are established, owned, funded and managed by private management and recognized by Government of Karnataka are classified as Un-aided Schools.

- **LENGTH OF TEACHING EXPERIENCE:**

In the present study Length of Teaching Experience refers to the total number of years of experience in teaching from the beginning of a teacher's career (irrespective of the institutions/schools where they worked) till the date of the teachers filling the tools.

In the present study, teachers are categorized into two groups on their teaching experience viz.,

- **More Experienced:** Teachers working for ten years and more were considered as more experienced teachers.
- **Less Experienced:** Teachers having below ten years of experience were considered as less experienced teachers.

5.8 METHOD OF THE STUDY

The study is a descriptive survey. The researcher personally visited the schools and administered the Teacher's Quality of Work Life Scale, Teacher Empowerment Scale and Students Rating Teaching Effectiveness Scale to the selected sample of teachers and students. The teachers and students were informed about the purpose of this research study. They were instructed to fill in the tools and necessary clarifications were given. Sufficient time was given to the teachers and students to fill the tools.

5.9. SAMPLING

The secondary school students and teachers teaching in Government, Private aided and Private unaided secondary schools in seven Taluks of Mysuru, namely, Mysuru, Hunsur, Piryapatna, K. R. Nagara, H. D. Kote, Nanjangudu, and T. Narsipura of Mysuru District formed the population of the study.

Multistage sampling technique was adopted for the study. Selection of the sample for the study was done in two stages. In the first stage the schools were selected, in the second stage the teachers and students were selected from these schools.

Stage I:

In the present study 10% of 663 Schools (total) that is 67 schools were selected using proportionate stratified random sampling technique giving representation to Mysuru, Hunsur, Piryapatna, K. R. Nagara, H. D. Kote, Nanjangudu, and T. Narsipura Taluks of Mysuru District. Forty nine schools in Mysuru, Nine schools from Hunsur, seven schools from Piryapatna, nine schools from K. R. Nagara, seven schools from H. D. Kote, nine schools from Nanjangudu, and nine schools from T. Narsipura formed the population of schools in Mysuru district. The number of schools selected from each Taluk was proportionate to the total number of schools in that Taluk of Mysuru District.

Stage-II:

All the teachers teaching Ninth Standard from the 67 selected schools from the seven Taluks of Mysuru district were included as the sample in the study.

Ten students were randomly chosen from each selected school to rate their teachers' altogether.

Table No. 5.1: Table showing the sample of school teachers and students drawn from the seven Taluks of Mysuru District.

Name of the Taluk	**Number of schools selected**	**Number of teachers working in selected schools**	**Number students selected**
Mysuru	(326) 33	218	330
Hunsur	(59) 6	52	60
Piryapatna	(44) 4	46	40
K. R. Nagara	(62) 6	53	60
H. D. Kote	(55) 6	48	60
Nanjangudu	(57) 6	50	60
T. Narsipura	(60) 6	46	60
Total Sample of the study	67	513	670

Source: List of Schools from of the DDPI office (2015-16)

( ) - Total number of schools in the seven Taluks of Mysuru District.

5.11 TOOLS USED FOR COLLECTION OF DATA:

The tools used to collect the data by measuring the variables are shown in table no. 5.2

Table No. 5.2: Table showing tools used for collection of data with respect to the variables of the study.

Variables to be measured	Tools used	Constructed by
Quality of Work Life (QWL)	Teacher's Quality of Work Life Scale (TQWLS) (English and Kannada Version)	Dr. Manju N. D and Dr. G. Sheela
Teacher Empowerment	Teacher Empowerment Scale (English and Kannada Version)	Dr. Manju N. D and Dr. G. Sheela
Teaching Effectiveness	Student Rating of Teaching Effectiveness	Dr. Shashikala Deshapande

5.10 STATISTICAL TECHNIQUES USED TO ANALYZE THE DATA

To analyze the collected data SPSS package version 17.0 was used and all the hypotheses were tested at 0.05 and 0.01 levels of significance. For the analyses of the data the following statistical techniques were used:

✓ ***Descriptive Statistics:*** Mean, Standard Deviation and Percentage Analysis were employed to study the level of Quality of Work Life, Work Culture and Job Stress of Secondary School Teachers.

✓ ***Inferential statistics:***

- **'t' test:** t test of significance for difference between Means was used to find the difference between various categories of secondary school Teachers with

respect to Quality of Work Life, Work Culture and Job Stress in total and also with respect to their components.

- **One Way ANOVA:** was used to find the significance for difference between means among teachers of different categories namely type of school, and educational division, with respect to Quality of Work Life, Work Culture and Job Stress.

- **Two Way ANOVA:** was used to find out the main and interaction effects of Work Culture and Job Stress on Quality of Work Life of Secondary School teachers.

- **Pearson Product Moment Correlation:** was used to find the relationship between Quality of Work Life and Work Culture and Quality of Work Life and Job Stress.

5.11 LIMITATION OF THE STUDY

The limitation of the study is:

- Teacher Empowerment Scale constructed by the investigator for this study were not standardized. Their reliability and validity was established.

5. 12. MAJOR FINDINGS OF THE STUDY

The major findings that emerged out of the present study are presented below

1. A majority (74.4%) of the secondary school teachers were found to possess an average level of Quality of Work Life and 13.6% were found to possess low level of Quality of Work Life. Only 12% of the teachers possessed high level of Quality of Work Life.

2. Majority of Male and Female teachers that is 69% and 70.5% respectively possess average level of Quality of Work Life and 14% of Male and 12%

of female teachers were found to possess low level of Quality of Work Life. Only 15.5% of Male and 19% of Female teachers were found to possess high level of Quality of Work Life.

3. It was found that 61.5% of teachers with above 10 years of experience and 70% of below 10 years of experience possess an average level of Quality of Work Life. 14.4% of teachers with above 10 years of experience and 14.3% of below 10 years of experience teachers were found to possess low level of Quality of Work Life. Only 24.3% of secondary school teachers with above 10 years of experience and 15.7% of below 10 years of experience possess a high level of Quality of Work Life.

4. 70.2% of Government, 70.9% of Aided and 74.2% of Unaided secondary school teachers were found to possess average level of Quality of Work Life.14.7% of Government, 13.8% of Aided and 13.4% of secondary school teachers were found to possess low level of Quality of Work Life. Only15.1% of Government, 15.3% of Aided and 12.4% of teachers were found to possess high level of Quality of work Life.

5. 71%, 73.2%, 72.5%, 71%, 74%, 73%, and 75% of secondary school teachers from Mysuru, Hunsur, Piryapatna, K. R. Nagara, H. D. Kote, Nanjangudu, and T. Narsipura Taluk of Mysore District respectively were found to possess average level of Quality of Work Life. 13% of Mysore, 12.5% of Hunsur, 13.6 of Piriyapatna, 16.3% of K. R Nagara, 12.5% of H. D Kote, 14% of Nanjangudu and 12.5% of T. Narasipura Taluk of Mysore district teachers were found to possess low level of Quality of Work life. Only 16% of Mysore teachers, 14.3% of Hunsur teachers, 13.9% of Piriyapatna teachers, 12.7% of K. R Nagara teachers, 13.5% of H. D Kote teachers, 13% of Nanjangudu teachers and 12.5% of T. Narasipura teachers of Mysore district were found to possess high level of Quality of Work Life.

6. A majority (61%) of the secondary school students opine that the teaching delivered by their teachers is moderately effective. 14% of the secondary school students opine that the teaching delivered by their teachers is less effective and only 25% of the secondary school students opine that the teaching delivered by their teachers is highly effective.

7. 46.6% of male and 47.6% of female secondary school students opine that the teaching delivered by their teachers is moderately effective. 28.3% of male and 24.2% of female secondary school students opine that the teaching delivered by their teachers is less effective. Only 25.1% of male and 28.2% of female secondary school students opine that the teaching delivered by their teachers is highly effective.

8. 62% of teachers with above 10 years of experience and 45% of teachers with below 10 years of experience are found to be moderately effective in their teaching according to their students. 10% of secondary school teachers with above 10 years of experience and 15% of below 10 years of experience are less effective in their teaching according to their students. Only 28% of secondary school teachers with above 10 years of experience and 40% of below 10 years of experience are highly effective in their teaching according to their students.

9. It was found that 40% of Government, 43% of Aided and 45% of Unaided secondary school students opine that the teaching delivered by their teachers is moderately effective. 15% of Government, 13% of Aided and 10% of Unaided secondary school students opine that the teaching delivered by their teachers is less effective. Only 40% of Government, 43 % of Aided and 45% of Unaided Secondary school students opine that the teaching delivered by their teachers is highly effective.

10. It was found that 60% of Mysore, 64.5% of Hunsur, 67% of Piriyapatna, 64% of K. R Nagara, 64% of H. D Kote, 60% of Nanjanagudu, and 65% of T. Narasipura secondary school students opine that the teaching delivered

by their teachers is moderately effective. 13% of Mysore, 10.5% of Hunsur, 11% of Piriyapatna, 13% of K. R Nagara, 16% of H. D Kote, 18% of Nanjanagudu, and 13% of T. Narasipura secondary school students opine that the teaching delivered by their teachers is less effective. 27% of Mysore, 25% of Hunsur, 22% of Piriyapatna, 23% of K. R Nagara, 20% of H. D Kote, 22% of Nanjanagudu, and 22% of T. Narasipura secondary school students opine that the teaching delivered by their teachers is highly effective.

11. Majority (64%) of the teachers were found to experienced an average level of Teacher empowerment. 13% of teachers were found to experienced low Empowerment. Only 25% of teachers were found to possess high level of Teacher Empowerment.

12. 68% of male and 70% of female secondary school teachers were found to possess an average level of Teacher Empowerment. 12% of male and 17% of female secondary school teachers was found to possess a low level of Empowerment. Only 20% of male and 13% of female teachers were found to experienced high Teacher Empowerment.

13. The study revealed that 65% of teachers with above 10 years of experience and 70% of below 10 years of experience were found to experience average level of Teacher Empowerment and only 10% of secondary school teachers with above 10 years of experience and 20% of below 10 years of experience were found to experience low level of Teacher Empowerment. Only 25% of secondary school teachers with above 10 years of experience and 10% of below 10 years of experience were found to experience high level of Teacher Empowerment.

14. 50% of Government, 6% of aided and 47% of unaided teachers were found to experience an average level of Teacher Empowerment. 10% of Government, 12% of Aided and 35% of Unaided secondary school teachers were found to experience low level of Teacher Empowerment. Only 40%

of Government, 28% of Aided and 18% of Unaided teachers experience high level of Teacher Empowerment.

15. 62% of Mysore, 64.5% of Hunsur, 65% of Piriyapatna, 61.7% of K. R Nagara, 64% of H. D Kote, 66% of Nanjanagudu, and 65.5% of T.Narasipura secondary school teachers were found to experience an average level of Teacher Empowerment. 13% of Mysore, 12.5% of Hunsur, 13% of Piriyapatna, 15.3% of K. R Nagara, 12% of H. D Kote, 14% of Nanjanagudu, and 12.5% of T. Narasipura secondary school teachers were found to experience low level of Teacher Empowerment. Only 25% Mysore, 23% of Hunsur, 22% of Piriyapatna, 23% of K. R Nagara, 24% of H. D Kote, 20% of Nanjanagudu, and 22% of T. Narasipura secondary school teachers were found to experience high Teacher Empowerment.

16. No significant difference was found in total Quality of Work Life of male and female secondary school teachers and teachers with above 10 years and below 10 years of experience.

17. No significant difference was found in Total Quality of Work Life between teachers working in government, aided and unaided secondary schools.

18. No significant difference was found in Job Security, Equitable Pay and Rewards, Justice in the Work Place, Supervision, Meaningful and Interesting Work, Control over Self, Work and Work Place, Decision making Opportunities, Growth Opportunities, Feedback and Knowledge of Results, Work Authority, and Recognition of Contribution - Indicators of Quality of Work Life of male and female secondary school teachers.

19. No significant difference was found in Job Security, Equitable Pay and Rewards, Justice in the Work Place, Supervision, Meaningful and Interesting Work, Control over Self, Work and Work Place, Decision

making Opportunities, Growth Opportunities, Feedback and Knowledge of Results, Work Authority, and Recognition of Contribution – Indicators of Quality of Work Life of secondary school teachers with above 10 years and below 10 years of experience and teachers working in Government, Aided and Unaided secondary schools.

20. Significant difference was found in Overall Teaching Effectiveness of male and female secondary school teachers. Female teachers were found to be more effective when compared to male teachers.

21. Significant difference was found in Overall Teaching Effectiveness of secondary school teachers with above 10 years of experience and below 10 years of experience. Teachers with above 10 years of experience were found to be more effective when compared to teachers with below 10 years of experience.

22. No significant difference was found in Overall Teaching Effectiveness of teachers working in Government, Aided and Unaided secondary schools.

23. No significant difference was found among Total Teacher Empowerment of male and female secondary school teachers and teachers with above 10 years and below 10 years of experience.

24. No Significant Difference was found among teachers working in Government, Aided and Unaided secondary schools.

25. No significant difference was found in Teacher Decision Making**,** Teacher Professional Development**,** Teacher Status**,** Teacher Autonomy**,** Teacher Impact**,** Teacher Self Efficacy – Components of Teacher Empowerment of Male and Female secondary school teachers.

26. No Significant difference was found in Teacher Decision Making**,** Teacher Professional Development**,** Teacher Status**,** Teacher Autonomy**,** Teacher Impact**,** Teacher Self Efficacy – Components of Teacher Empowerment of

secondary school teachers with above 10 years and below 10 years of experience.

27. No significant difference was found in Teacher Decision Making**,** Teacher Professional Development**,** Teacher Status**,** Teacher Autonomy**,** Teacher Impact**,** Teacher Self Efficacy –Components of Teacher Empowerment of teachers working in Government, Aided and Unaided secondary schools.

28. Teaching Effectiveness has no significant influence on the Quality of Work Life of secondary school teachers.

29. Teacher Empowerment has no significant influence on the Quality of Work Life of secondary school teachers.

30. There is no significant interaction effect of Teaching Effectiveness and Teacher Empowerment of secondary school teachers on their Quality of Work Life.

31. Moderately positive relationship was found between Quality of Work Life and Teaching Effectiveness of secondary school teachers.

32. Negligible positive relationship was found between Quality of Work Life and Teacher Empowerment of secondary school teachers.

5.13 EDUCATIONAL IMPLICATIONS

The following educational implications could be drawn from the findings of the study:

1. Only 12% of teachers were found to have a high level of Quality of Work Life. Since high quality of work life is to be ensured by educational organizations to attract and retain teachers, programs should be designed to improve QWL of teachers. In order to achieve high level of quality of work life of teachers, the education department has to provide a wide range of

fringe benefits and social security benefits which result in improvement in effectiveness, and reduction in absenteeism. The school management should ensure that the school policies and practices cater to the improvement of job security, equitable pay and rewards, justice in the work place, supervision, meaningful and interesting work, control over self, work and work place, decision making opportunities, growth opportunities, feedback and knowledge of result, work authority, and recognition of the contribution of teachers. Robust system of continuing education for career advancement of teachers who seek professional development opportunities should be designed by University Education Department, Regional Institution of Education, Colleges of Teacher education, DIETs, and DSERT. These opportunities of continuing education should concentrate on enhancing the skills of teachers in decision making, self learning and self control.

2. Employment, promotion system, opportunities for teacher's further studies and training should be created for teachers to empower themselves professionally and to hence enhance their quality of work life. Medical and health benefits, safety measures, retirement benefits, conveyance, recreational services, work place justice, career counseling, and teacher information reports should be provided to bring about improvements in quality of work life of all secondary school teachers irrespective of their gender, length of experience, type of school, and division in which they work.

3. Higher authorities in the institutions should ensure that the teachers grow academically and develop interest in their work, commitment to the organization, good relationship with students, parents, and community. The heads of the institutions should themselves adopt transformational leadership qualities and maintain better interpersonal relationship. Depending upon the situational requirements, the school managements have to identify the relevant needs of the teachers and fulfill them with short term plans and programs. Government should frame policies to provide job security,

equitable pay and rewards, justice in the work place and should provide decision making opportunity to teachers.

4. The school management should ensure more congruence between educational agendas set by the school and teachers' teaching and learning processes. Teachers should be made to feel respected by the school communities, measures to improve public perceptions about teaching profession should be taken up. Teachers must also be given more opportunities to develop their teaching skills and also to practice these skills in the classrooms. Teachers should be encouraged to offer suggestions for bringing about improvements in the performance of the institution so that they feel their importance in the school. The school management should also strive to improve the infrastructural facilities, teaching and learning resources available in the school and actively involve the teachers in decision making process of the school irrespective of the teachers gender, length of teaching experience, type of school and the educational division.

5. Optimum job and financial security have to be ensured for teachers with less experience. Education Department should offer financial support to schools to encourage the hiring of permanent staff. Conditions in the work environment must be created by the education department and school management to ensure that teachers with less experience are given freedom from fear of losing their jobs. Management of unaided schools should build confidence and professional capabilities and instill confidence in teachers to make them indispensible to the educational institutions. Appropriate pay strategies should be evolved to give fair and adequate compensation to the teachers with less experience. Performance based increments would contribute to enhancement of teaching effectiveness.

6. Only 25% of the secondary school students opine that the teaching delivered by their teachers is highly effective. It is imperative for organizations to develop a high teaching effectiveness in its teachers based on new paradigms

and teaching methodologies. Teaching Effectiveness has an immense influence on the individual performance of teachers as well as on the performance of the institution. Promoting safe and orderly environment, establishing a conducive school environment will certainly help teachers to perform well and bring about high achievement in their students. The head of the schools should encourage teachers to attend orientation programmes which will enable them to build strategies for effective teaching and strong professional development. These inturn would influence the learning level of students and task performance of teachers and hence promote high level of teaching effectiveness.

7. Significant difference was found in Teaching Effectiveness of male and female secondary school teachers. It was found that female teachers were highly effective than their male counterparts. Therefore the educational authorities should ensure that the teachers are motivated to develop interest in their work, commitment to the organization, and good relationship with the community. Regular monitoring, feedback, evaluation and follow up programmes will help the teachers to function more promptly and will enhance the effectiveness in teaching.

8. Significant difference was found in Teaching Effectiveness of secondary school teachers with above ten years and below ten years of experience. It was found that teachers with above ten years of experience are highly Effective than those with less experience. Teachers with less experience need to be given opportunities to develop effectiveness in their teaching. Skill based training programs should be organised. Efforts have to be made by the education department, university departments, DSERT, CTE, and NCERT to organize programs, Workshops to orient them towards acquiring socio-emotional climate, competency, communication, Systematic/businesslike behaviour, classroom management, clarity, structure, warmth and enthusiasm, helps teachers to enhance their teaching effectiveness.

9. Only 25% of teachers were found to be highly empowered. Educational institutions should create awareness among teachers regarding the features of empowerment and its related aspects. Educational institutions should foster a healthy working environment in its teachers, provide strong motivation to every individual teacher to put in his best performance in an enthusiastic and charged up environment that helps them to work without any fear of failure, with a feeling of being part of the organization and therefore be more involved, more excited and more loyal to the organization. Teachers should be provided with suitable job resources to make them feel progressively empowered. Training should also help them to cope with Teacher Decision Making**,** Teacher Professional Development**,** Teacher Status**,** Teacher Autonomy**,** Teacher Impact**,** and Teacher Self Efficacy thus helping them to empower themselves. Learning the skills for changing how an individual thinks about a situation can be very important in an educational program which would contribute in improving their functional skills and lead to effective teaching/learning practices.

10. Governments and all stakeholders in education should take cognizance of the importance and imperatives of teacher empowerment for promotion of quality education. However, policies should be directed towards empowering teachers by involving them actively in decision making. School leaderships, heads and principles should also note the importance of teacher empowerment by boosting teacher's performances, organizational commitment, efficiency and effectiveness. Teachers should be given autonomy and their status recognized for the promotion of quality education in the present education system. Consultations should be encouraged between governments and teachers in planning and implementing policies and reforms that concerns teachers. This will aid in sharing and distributing best teacher's policies and practices.

11. Government and education stakeholders should sponsor research attitude among teachers, teacher's professional development and training in order to

build their capacity and competence as part of means of empowering teachers for quality education delivery. Therefore, teacher professional development is critical in building teachers' capacity and quality to improve student learning and teachers' preparedness for improving educational quality. When teachers status are been recognized, involved in the process of decision making and opportunities created for teachers professional growth, they tend to create positive impact on their job and perform effectively. Handbooks and modules on teacher behaviours that that facilitates teacher empowerment and effectiveness have to be prepared and made available to teachers.

12. No significant difference was found in total Teacher Empowerment and Teacher Decision Making**,** Teacher Professional Development**,** Teacher Status**,** Teacher Autonomy**,** Teacher Impact**,** Teacher Self Efficacy Components of Teacher Empowerment of male and female, teachers with above 10 years and below 10 years of experience, government, aided and unaided school teachers. Hence they need not be differentiated based on their gender, type of schools and divisions for periodical empowerment training programmes for enhancing the levels of teacher empowerment among the teachers. Teacher Empowerment training programs must include Teacher Decision Making**,** Teacher Professional Development**,** Teacher Status**,** Teacher Autonomy**,** Teacher Impact and Teacher Self Efficacy**.**

13. The training for strong professional development will help the teachers to endeavor to maintain and boost their professional status. The other assignments to teachers during class hours could be minimized as to avoid classroom disruption so that teachers are enabled to spend most of their time with students in teaching. This will help the teachers to concentrate on their task of teaching, spend their time on instruction and students will benefit from not only by their teaching but by the guidance of teachers thus creating happy learning experience.

14. Moderate positive relationship was found between quality of work life and Teaching Effectiveness and Negligible relationship was found between quality of work life and Teacher Empowerment of secondary school teachers. Optimum level of Teaching Effectiveness and Teacher Empowerment is found to be necessary to a teacher to improve his ability and performance in work place. Optimum level of Teaching Effectiveness can serve as a stimulus to enhance performance and productivity at work. The capabilities and resource an individual draws determine the perceived amount of Empowerment. An optimum level of Empowerment is needed for a teacher to be motivated to perform effectively to prove his/her worth and identity. It also acts as an energizer for his identity and dignity and in actualizing his/her potential. Hence the teachers should be trained to manage an optimum level of empowerment. Teachers should be provided training in effective teaching techniques.

15. School management and education department should play a key role in building healthy workplaces. They should have the skills and the integrity to clarify expectations and to provide clear, coherent guidance to their teachers along with the mission of the organization they lead, in order to give work a sense of purpose and usefulness. They must have the courage to make strategic decisions that promote justice, equity, and their staff's health and safety. They must also ensure that work and organizational practices respect human dignity. They should support the efforts and initiatives of their employees and encourage mutual support in difficult times. School managements should have the courage to set the rules of proper conduct for their team, encouraging all teachers to respect each other and to keep their commitments. Teacher should consider changes in their curriculum to encourage the development of an internal locus of control and a more realistic attitude toward students and the administrative structure. Administrators should expand decision making in the curriculum and enhancement of external rewards recognizing competence.

5.14 SUGGESTIONS FOR FURTHER STUDY:

The following are the suggestions for further study:

1. Studies can be undertaken to study the influence of independent variables such as Leadership Behavior, Work Value, Job Involvement, Mental Health, Job Commitment, and Attitude towards Teaching Profession on the variables Quality of Work Life, Teaching Effectiveness and Teacher Empowerment.

2. The present study could be extended to teachers / head of the institutions of pre-primary, primary and higher educational levels.

3. Impact of training programs, orientation programs, refresher courses and online faculty development programs like ARPIT courses by SWAYAM to enhance Teaching Effectiveness, Teacher Empowerment and Quality of Work Life is fertile area of research.

Bibliography

BIBLIOGRAPHY

Aabha Chaubey, Bani Bhattacharya, Shyamal Kumar Das Mandal. (2018) "Attributes of good teaching in engineering education in Indian subcontinent", Sadhana, Indian Academy of Sciences. Volume No 43, and Issue No 11. Retrieved from: https://www.ias.ac.in/describe /article/sadh/043/11/0188.

Abdul Qayyum Chaudhry (2012) "The Relationship between Occupational Stress and Job Satisfaction: The Case of Pakistani Universities", International Education Studies.

Adimora, Dorothy Ebere, Edith Nwakaego Nwokenna, Joachim Chinweike Omeje, and Uchenna Nichodemus Eze. (2015) "Influence of Socio-Economic Status and Classroom Climate on Mathematics Anxiety of Primary School Pupils", Procedia - Social and Behavioral Sciences.

Adrienne E. Eaton, Michael E. Gordon, Jeffrey H. Keefe.(2016) "The Impact of Quality of Work Life Programs and Grievance System Effectiveness on Union Commitment", ILR Review.

Adrienne, E. Eaton, Michael, E. Gordon and Jeffrey, Keefe, H. (1992).The Impact of Quality of Work Life Programs and Grievance System Effectiveness on Union Commitment. *Industrial and Labor Relations Review 45* (3), 591-604. Retrieved from http://www.jstor.org/ stable/2524280

Ahmad Rohi Ghazali, Ismarulyusda Ishak, Nur Zakiah Mohd Saat, Rifina Arlin Zainal Arifin et al. (2012) "Students' Perception on Lecture Delivery Effectiveness among the Faculty of Health Sciences Lecturers", Procedia - *Social and Behavioral Sciences*.

Aliakbari, Mohammad, and Fatemeh Azimi Amoli. (2016) "The Effects of Teacher Empowerment on Teacher Commitment and Student Achievement", *Mediterranean Journal of Social Sciences,* Retrieved from: DOI: 10.5901/mjss.2016.v7n4p649

Amanda S. Bell, Rajendran & Theiler (2012). Job Stress, Wellbeing, Work-Life Balance and Work-Life Conflict among Australian Academics. *Electronic Journal of Applied Psychology*. 8(1): 25-37

Amita Chudgar, Vyjayanthi Sankar. (2008)"The relationship between teacher gender and student achievement: evidence from five Indian states", Compare: *A Journal of Comparative and International Education.*

Amzat**,** Ismail Hussein, Valdez**,** Nena P. (Eds.) (2017) "Teacher Empowerment Toward Professional Development and Practices", Springer Nature Publishers.

Anastasi, Anne (1990). *Psychological testing*. Ed. 6. New York: Macmillan Publishing Co. Inc.

André Luís Policani Freitas, Mara Regina dos Santos Barcelos (2018). "Chapter 48 Developing and Testing a Methodological Approach to Assess the QWL in Retail Banks", Springer Science and Business Media LLC.

Anne-Marie Pronost, Amélie Le Gouge, Daniele Leboul, Martine Gardembas-Pain et al. (2011) "Relationships between the characteristics of oncohematology services providing palliative care and the sociodemographic characteristics of caregivers using health indicators: social support, perceived stress, coping strategies, and quality of work life", Supportive Care in Cancer.

Anu Singh Lather, Shilpa Jain. (2016)" Need Behavioural Orientation of Dynamos and Drones in Organizations: A Maruti Experience ", Vikalpa: The Journal for Decision Makers, Retrieved from: https://doi.org/10.1177/0256090920070104.

Anusorn Singhapakdi, Dong-Jin Lee, M. Joseph Sirgy, Kalayanee Senasu (2015) "The impact of incongruity between an organization's CSR orientation and its employees' CSR orientation on employees' quality of work life", *Journal of Business Research.*

Arun Vijay Subbarayalu, Ahmed Al Kuwaiti. (2018) "Quality of Work Life of Teaching Staff Working at a Higher Education Institution in Saudi Arabia: A Cross-sectional Study", *Journal of Social Service Research*.

Ayesha Tabassum , Tasnuva Rahman & Kursia Jahan, (2011). Quality of Work Life Among Male and Female Employees of Private Commercial Banks in Bangladesh. *International Journal of Economics and Management, 5*(1), 266 – 282.

Aziz, Rafidah Abdul, Fuziah Mohd Nadzar, Haslinda Husaini, Asmah Maarof, Salleh Mohd Radzi, and Izhairi Ismail (2011) "Quality of work life of librarians in government academic libraries in the Klang Valley, Malaysia", *The International Information & Library Review*, Volume 43, Issue 3, Retrieved from: https://doi.org/10.1080/10572317.2011.10762893.

Baba, V. V., & Jamal, M. (1991). Reutilization of job context and job content as related to employee's quality of working life: a study of psychiatric nurses. *Journal of organizational behavior,* 12, 379- 386.

BALYER, Aydın, ÖZCAN, Kenan and YILDIZ, Ali. (2017) "Teacher Empowerment: School Administrators' Roles", *Eurasian Journal of Educational Research,* 70 (2017) 1-18, Retrieved from: https://dergipark.org.tr/en/download/issue-full-file/42480.

Barkha Gupta, Anukool Manish Hyde. (2013) "Demographical Study on Quality of Work Life in Nationalized Banks", Vision: *The Journal of Business Perspective*, Vol 17, Issue 3, 2013, Retrieved from: https://doi.org/10.1177/0972262913496727

Barooj N.A., Abdul Gani. (2019) "Introspecting the discourse on quality of work life of university teachers", *International Journal of Management Concepts and Philosophy*.

Behzad Shahbazi, Sadegh Shokrzadeh, Hossein Bejani, Emad Malekinia, Davod Ghoroneh. (2011) "A Survey of relationship between the quality of work life and performance of Department Chairpersons of Esfahan University

and Esfahan Medical Science University", *Procedia - Social and Behavioral Sciences*. University of Tennessee, Knoxville.

Birchall David, W. (1978). Work system design and the quality of working life. *Omega: International Journal of Management Science*, *6*(5), 433-442.

Bogler, R. (2004) "Influence of teacher empowerment on teachers' organizational commitment, professional commitment and organizational citizenship behavior in schools", Teaching and Teacher Education.

Bouhafs Mebarki, Mohammed El Amine Ahmed (2019) Fouatih, Mohamed Mokdad. "Chapter 26 Quality of Work Life and Differences in Demographic Characteristics Among Managerial Staff in Algerian Tertiary Sector", Springer Nature America, Inc.

Breaugh J. A., Farabee A. M (2012) Telecommuting and Flexible work Hours: Alternative Work Arrangements that can improve the Quality of Work Life. in Reilly N., Sirgy M., Gorman C (eds) Work and Quality of Life. *International Handbooks of Quality of Life, Springer*, Dordrecht.

Buch M. B (Ed), (1986). Third Survey of Reseach in Education (1978 - 1983) N.C.E.R.T., New Delhi.

Buch M. B (Ed), (1991). Fourth Survey of Research in Education (1983 - 1988) N.C.E.R.T., New Delhi.

Buch, M. B (Ed), (1978). Second Survey of Research in Education, (1972 - 1978), Society of Educational research and Development, Baroda.

Calman, KC. (1984). Quality of life in cancer patients- An hypothesis. *Journal of Med Ethics*, Vol. 10:124-127.

Carla C. Johnson (2007)"Effective teaching results in increased science achievement for all students", *Science Education,* Science Education, vol. 91, issue 3, pp. 371-383.

Carla C. Johnson. (2007) "Technical, political and cultural barriers to science education reform", *International Journal of Leadership in Education*,

Carlson, H.C. (1980). *A model of quality of work life as a developmental process.* In W.W. Burke and L.D.

Caroline O. Olomukoro, Omobola O. Adelore. (2015) "Political Empowerment of Women through Literacy Education Programmes in EDO and Delta States, Nigeria", *Journal of Adult and Continuing Education*, Vol 21, Issue 2, https://doi.org/10.7227/JACE.21.2.2.

Carvalho, Sérgio, Alexandra Dinis, José Pinto- Gouveia, and Cátia Estanqueiro. (2013) "Memories of Shame Experiences with Others and Depression Symptoms: The Mediating Role of Experiential Avoidance: Shame Experiences and Depression", Clinical Psychology & Psychotherapy.

Chandranshu Sinha (2012) Factors Affecting Quality of Work Life: Empirical Evidence from Indian Organizations. *Australian Journal of Business and Management Research* Vol.1 No.11 p. 31-40

Chao, Chih Yang Huang, Yi Li Lin, Chih Wei (2010).The Relationship between Leadership Behavior of a Principal and Quality of Work Life of Teachers in an Industrial Vocational High School in Taiwan, Retrieved from: http://conference.nie.edu.sg/paper/ Converted %20Pdf/ ab- 00352.pdf

Che Rose, Raduan, LooSee Beh, Jegak Uli, and Khairuddin Idris. (2006) "An Analysis of Quality of Work Life (QWL) and Career- Related Variables", *American Journal of Applied Sciences*, Volume 3, Issue 12, Retrieved from: **DOI :** 10.3844/ajassp.2006.2151.2159.

Christoph Burger, Jens Weinmann. (2013) "Chapter 4. The Rise of Island Systems", Springer Science and Business Media LLC.

Christopher A. Chung. (1996) "Human issues influencing the successful implementation of advanced manufacturing technology", *Journal of Engineering and Technology Management*, Volume 13, Issues 3–4, Pages 283-299.

Chung, M, Killingworth, A., and Nolan, P. (1997). A critique of the concept of Quantity of life. *International Journal of Health Care quality Assurance*, 10 (2), 80-84.

Crawford J. R.. (2001) "Teacher Autonomy and Accountability in Charter Schools", Education and Urban Society.

Cronbach, Lee J. (1984). *Essentials of Psychological Testing*. Ed. 4, New York: Harper and Row, Publishers.

Daljeet Kaur (2010). Quality of Work Life in ICICI Bank Ltd. Chandigarh, *International Research Journal*, VOL- I (1)

Daniel Muijs, David Reynolds (2010) "Student Background and Teacher Effects on Achievement and Attainment in Mathematics: A Longitudinal Study", *Educational Research and Evaluation*. Retrieved from: https://doi.org/10.1076/edre.9.3.289.15571

Darin Jan Tindowen. (2019) "Influence of Empowerment on Teachers' Organizational Behaviors", *European Journal of Educational Research*, Volume 8, Issue 2 Retrieved from: DOI: 10.12973/eu-jer.8.2.617.

David Efraty, & M. Joseph Sirgy, (1998). The effects of quality of working life (QWL) on employee behavioral responses Quality of work life. *Social Indicators Research, 22* (1), 31-47, DOI: 10.1007/BF00286389.

David W Birchall. (1978) "Work system design and the quality of working life", Omega, Volume 6, Issue 5, Pages 433-442.

Davies, L.E., Levine, M.F. and Taylor, J.C. (1984). Defining quality of working life. *Human Relations, 37(1),* 81-104.

Davis, L.E. and Cherns, A.B. (eds.). (1975). The quality of working life. *Volume 1: Problems, Prospects and the state of the art.* New York: The Free Press.

Dean Elmuti Yunus Kathawala & Self-Managing Teams, (1997). Quality of Work Life and Productivity: A Field Study. *American Business Law Journal*. 01/1997; 12(1):19-25. DOI: 10. 1108/19355181199700002.

Deci, E.L. and Ryan, R.M. (1985). *Intrinsic motivation and self-determination in human behaviour.* New York: Plenum Press.

Diener, E.F., Lucas, R.E., Oishi, S. and Suh, E.M. (1999). Cross-cultural variations in predictions of life satisfaction: Perspectives from needs and values. *Personality and Social Psychology Bulletin, 25(8),* 980-990.

Dong Jin Lee, Anusorn Singhapakdi, & Joseph, M., Sirgy, (2007). Further Validation of a Need-based Quality-of-work-life (QWL) Measure: Evidence from Marketing Practitioners. *Applied Research Quality Life, 2*, 273–287. DOI 10.1007/s11482-008-9042-x

Dong-Jin Lee, Anusorn Singhapakdi, M. Joseph Sirgy. (2008) "Further Validation of a Need-based Quality-of-work-life (QWL) Measure: Evidence from Marketing Practitioners", *Applied Research in Quality of Life*.

Dong-Jin Lee, Grace B. Yu, M. Joseph Sirgy, Anusorn Singhapakdi, Lorenzo Lucianetti. (2015) "The Effects of Explicit and Implicit Ethics Institutionalization on Employee Life Satisfaction and Happiness: The Mediating Effects of Employee Experiences in Work Life and Moderating Effects of Work–Family Life Conflict", Journal of Business Ethics, vol. 147(4), pages 855-874.

Dong-Jin Lee. (2007) "Further Validation of a Need based Quality-of-work-life (QWL) Measure: Evidence from Marketing Practitioners", *Applied Research in Quality of Life*.

Dunnette (Ed.*) Handbook of industrial and organizational Psychology.* Chicago, IL: Rand McNally College Publishing Company.

Edwards, Allen L. (1969). *Statistical Analysis*. New York: Holt Rinehart, 1-82.

Edwards, Allen L. (1969). Techniques of attitude scale construction. Bombay: Vakils, Feffer and Simons Pvt. Ltd.

Ekpo, K, OE Akpan, EE Essien, and MM Imo-Obot. (2009) "Classroom Climate and Students Academic Achievement in Social Studies in Cross River, Nigeria", *African Research Review*.

Elizur, D., & Shye, S. (1990). Quality of work life and its relation to quality of life. *Applied Psychology: International Review*, 39 (3), 2754291

Ellis, N.H. and Bernhardt, R.G. (1992). Prescription for teacher satisfaction: Recognition and responsibility. *Clearing House, 65(3),* 179-183.Employees: A Review on Indian Banks" VSRD. *International Journal of Business &*

Erickson, J. L., Terhune, M. N., & Ruff, W. G. (2008). Measuring work conditions for teachers of American Indian students. *Researcher,* 21(2), X-X. Retrieved from http://www.nrmera.org/ pdf/researcher /researcher 21n2Erickson.pdf

Farahbakhsh, Saeid (2012) "The Role of Emotional Intelligence in Increasing Quality of Work Life in School Principals", *Procedia - Social and Behavioral Sciences*.

Farideh Haghshenas Kashani (2012). A Review on Relationship between Quality of Work Life and Organizational Citizenship Behavior (Case Study: An Iranian Company). *Journal of Basic and Applied Scientific Research,* 2(9) Retrieved from:www.textroad.com

Farideh Hamidi & Bahram Mohamadi (2012).Teachers' quality of work life in secondary schools. *International Journal of Vocational and Technical Education* Vol. 4(1), pp. 1-5. Retrieved from: http://www. academicjournals.org/IJVTE DOI: 10.5897/IJVTE11.018

Fattahi , Fatemeh | Kazemian , Mehrane Damirchi , Qader Vazifeh | Kani , Batul Kazemi Hafezian , Maryam (2014) "Quality of Work Life and Employee's Organizational Commitment in Sari City Health Center Journal of Research and Development, Vol. 1 , No. 9 , pp. 12 -20.

Ferguson, G. A. (1976). *Statistical Analysis in Psychology and Education*. Ed. 4. Tokyo: McGraw-Hill, Kogakusha Ltd.

Fifth survey of Research (1997). *Educational Research, (1988-92)- Trend reports*. Vol. I, NCERT, New Delhi.

Fitzsimmons, Verna Marie, (2002). The Relationship of Performance Based, Financial Incentives to Productivity and Quality of Work Life. *University of Cincinnati, Engineering: Industrial Engineering*, Retrieved from *http://rave.ohiolink.edu/etdc/view?acc_num=ucin1029 162415*

Francheska D. Starks, Lindsay Wyczalkowski, Stacie Walker, Vera L. Stenhouse. (2017) "Chapter 14, Problem-Solution Projects with Young Children", Springer Science and Business Media LLC.

Ganguli, O. N. & Joseph, J. S., (1976). *Quality of Working Life: Work Prospects and aspirations of young workers in Air India.* Bombay, Central Labour Institute.

Gani, A. (1993). Quality of Work Life in a State Setting: Findings of an Empirical Study. *Indian Journal of Labour Economics*, *36*(4) 815-823.

Ganjinia , Hosein Gilaninia , Shahram Sharami , Reza Poorali Motlagh. (2013) "Overview of Employees Empowerment in Organizations Oman Chapter of Arabian, *Journal of Business and Management Review*.- , Vol. 3 , No. 2, pp. 38 - 43.", Oman Chapter of Arabian Journal of Business and Management Review.

Garrett, H. E. and Woodworth, A. S. (1966). *Statistics in Psychology and Education.* Ed.6 Bombay: Vakils, Feffer and Simons (P) Ltd.

Gauri S. Rai. (2015) "Organizational Justice and Quality of Working Life: A Road That Leads to a Virtuous Organization", Journal of Social Service Research, Volume 41, Issue 2.

Gayathiri R. and Lalitha Ramakrishnan (2013). Quality of Work Life –Linkage with Job Satisfaction and Performance. *International Journal of Business and Management Invention* 2319 –801X Retrieved from: www.ijbmi.org Volume 2 Issue 1

Gençtanirim kurt, Dilek and Gürlen, Eda. (2016) "Predicting Vocational Self-Esteem of Prospective Teachers", Ahi Evran Üniversitesi.

Gerald Dunning, Chris James, Nicola Jones (2005) Splitting and Projection at work in Schools *Journal of Educational Administration*, Volume 43, Issue 3 (2006-09-19).

Ghazali, I, S Radzi, M Patah, and R Aziz. (2013) "Quality of work life among hotel executives in Malaysia", *Hospitality and Tourism*.

Goodale, J.G., Hall, D.T., Burke, R.J. and Joyner, R.C. (1975). Some significant contexts and components of individual quality of life. In Davis, L.E. and Cherns, A.B. (eds.). *The quality of working life. Volume 1: Problems, Prospects and the state of the art.* New York: The Free Press.

Goode, D.A. (1989). Quality of life, quality of work life. In W. E. Kiernan and R.L. Schalock (Ed.), Economics, *Industry and Disability: A Look Ahead* (pp. 3374349). Baltimore: PauL H. Brooks.

Greetje Timmerman. (2009) "Teacher educators modeling their teachers?", European Journal of Teacher Education. *European Journal of Training and Development*, Volume 37, Issue 2 (2013-05-27).

Guilford, J. P. and Fruchtei, Benjimin (1981). *Fundamental statistics in Psychology and Education.* Ed.6. Singapore: McGraw Hill International Book Co.

Guna Seelan Rethinam, & Maimunah Ismail, (2008). Constructs of Quality of Work Life: A Perspective of Information and Technology Professionals. *European Journal of Social Sciences 7*(1).

Gupta, B., and A. M. Hyde. (2013) "Demographical Study on Quality of Work Life in Nationalized Banks", *Vision The Journal of Business Perspective*, Vol 17, Issue 3.

Gupta, C.B. (2002) *Human Resource Management*. Sultan Chand & Sons. http://www.jrf.uk/ *www.\WORK.htm*

Gutierrez, Lorraine; GlenMaye, Linnea; DeLois, Kate. (1995) "The Organizational Context of Empowerment Practice: Implications for Social Work Administration", Social Work.

Hackman, J. R & Oldham, G. R. (1976). Motivation through the design of work: Test of a theory. *Organizational Behavior and Human Performance*, 16, 250-279.

Hadi Farid, Zahra Izadi, Ismi Arif Ismail, Farhad Alipour (2015) "Relationship between quality of work life and organizational commitment among lecturers in a Malaysian public research university", *The Social Science Journal*. Retrieved from: DOI: 10.1016/j.soscij.2014.09.003

Harrison, G. (2000). The measurement of quality of work life in SA companies. *People Dynamics*, Vol.18 (23425).

Hart, P.M. (1994). Teacher quality of work life: Integrating work experiences, psychological distress and morale. *Journal of Occupational and Organizational Psychology, 67,* 109-132.

Hartenstein, A. and Huddleston, K.F. (1984). Values: The cornerstone of QWL. *Training and Development Journal, October,* 65-67.

"Handbook of Virtue Ethics in Business and Management", Springer Science and Business Media LLC- 2017.

Hativa N. (2000) Clarity in Teaching: Importance and Components. In: Teaching for Effective Learning in Higher Education. Springer, Dordrecht, DOI: https://doi.org/10.1007/978-94-010-0902-7_10.

Hayrol Azril, M.S., Jegak, U., Asiah, M., Noor Azman A., Bahaman A.S., Jamilah, O. & K. Thomas (2010). Can Quality of Work Life Affect Work Performance among Government Agriculture Extension Officers? A Case from Malaysia. *Journal of Social Sciences, 6* (1), 64-73.

Hong-biao Yin, John Chi-Kin Lee, Yu-le Jin, Zhong-hua Zhang (2013) "The effect of trust on teacher empowerment: the mediation of teacher efficacy", Educational Studies, Volume 39, 2013 - Issue 1.

Ibrahim, Mikail. (2012) "A Psychometric Evaluation of Two Teaching Effectiveness Scales", *Journal of Sustainable Development*, Vol. 5, No. 7.

Ida Gran Andersen, David Reimer. "Same gender teacher assignment, instructional strategies, and student achievement: New evidence on the mechanisms generating same gender teacher effects", Research in Social Stratification and Mobility, 2019 Retrieved from: DOI: 10.1016/j.rssm.2019.05.001.

Ilesanmi Oladele Ayodeji (2009). *Job Design and improved Quality of Work Life on Nigerian Secondary School Teachers*. Retrieved from: http://www.unilorin.edu.ng /journals/ education /ije.pdf

Iman Tohidian, Hamid Rahimian. (2019) "Reflection on working culture in public organizations: The case of three Iranian Higher Education Institutions", Cogent Social Sciences. Vol. 5, Issue 1.

Indumathy . R and Kamalraj. S (2012). A Study on Quality of Work Life among workers with special reference to Textile Industry in Tirupur District – a Textile Hub. *International Journal of Multidisciplinary Research,* Vol.2 Issue 4.

Jain, Sangeetha (1991). *Quality of Work Life.* Delhi: Deep and Deep Publications.

James R. Crawford, Patrick B. Forsyth. (2019) "Teacher Empowerment and Charter Schools", Journal of School Leadership, Vol 14, Issue 1, https://doi.org/10.1177/105268460401400103.

Jamilah. (2010) "Can Quality of Work Life Affect Work Performance among Government Agriculture Extension Officers? A Case from Malaysia", Journal of Social Sciences, Volume 6, Issue 1, Pages 64-73

Jean-Pierre Martel, Gilles Dupuis (2006) "Quality of Work Life: Theoretical and Methodological Problems, and Presentation of a New Model and Measuring Instrument", Social Indicators Research, Volume 77, Issue 2, pp 333–368, Retrieved from: https://doi.org/10.1007/s11205-004-5368-4.

Jennings, S.A.R. (1985). *An investigation of employee responses to quality of work life issues: A demographic analysis*. University of Oklahoma: University Microfilms International.

Jie Shen, John Benson, Binhua Huang. (2014) "High-Performance Work Systems and Teachers' Work Performance: The Mediating Role of Quality of Working Life", Human Resource Management.

John M. Artz. (1996) "Computers and the quality of life", ACM SIGCAS Computers and Society.

John W. Best and James V. Kahn (2006). Research in Education (10th ed.). New Delhi, Prentice Hall of India Private Limited,.

Jonah E. Rockoff. (2010) "Can You Recognize an Effective Teacher When You Recruit One?", Education Finance and Policy.

Joolideh, F. and Yeshodhara, K. (2009), "Organizational commitment among high school teachers of India and Iran", *Journal of Educational Administration*, Vol. 47 No. 1, pp. 127-136.

Jorge Sinval, M. Joseph Sirgy, Dong-Jin Lee, João Marôco. (2019) "The Quality of Work Life Scale: Validity Evidence from Brazil and Portugal", Applied Research in Quality of Life.

Joseph M. Sirgy. (2012) "The Psychology of Quality of Life", Springer Nature publishers.

Joseph M.Sirgy. (2001)"Handbook of Quality-of-Life Research", Springer Nature,

Ka Wah Yeung. (2000) "Hong Kong Student Teachers' Personal Construction Of Teaching Efficacy", Educational Psychology.

KA WAI CHAN, THOMAS A. WYATT (2007) "Quality of Work Life: A Study of Employees in Shanghai, China", Asia Pacific Business Review.

Kalayanee Koonmee, Anusorn Singhapakdi, Busaya Virakul & Dong-Jin Lee, (2010). Ethics institutionalization, quality of work life, and employee job-

related outcomes: a survey of human resource managers in Thailand. *Journal of business research 63*(1), 20-26.

Kalayanee Koonmee, Anusorn Singhapakdi, Busaya Virakul, Dong-Jin Lee. (2010) "Ethics institutionalization, quality of work life, and employee job-related outcomes: A survey of human resource managers in Thailand", *Journal of Business Research*, Volume 63, Issue 1, Pages 20-26. Retrieved from: https://doi.org/10.1016/j.jbusres.2009.01.006.

Kamlesh Singh, Mohita Junnarkar. (2016) "The Well&;#x02010;Being of Information Technology Professionals", Wiley, Retrieved from: http://web.iitd.ac.in/~singhk/home/biosketch.html.

Kandasamy, I. (2009). "Hotel employees' expectations of QWL: A qualitative study", *International Journal of Hospitality Management*,

Kantola, J.I., Barath, T., Nazir, S., Andre, T. (Eds.) (2018)"Advances in Human Factors, Business Management and Leadership", Springer Science and Business Media LLC.

Karen Seashore Louis (1998)Effects of Teacher Quality of Work Life in Secondary Schools on Commitment and Sense of Efficacy School Effectiveness and School, Improvement, Vol.9(1), 1-27, Retrieved from: http://www.tandfonline.com/doi/pdf/10. 1080/0924345980090101

Karen Seashore Louis. (1998) "Effects of Teacher Quality of Work Life in Secondary Schools on Commitment and Sense of Efficacy", School Effectiveness and School Improvement, Volume 9, Issue 1.

Karimzadeh, M., Salehi, H., Embi, M. A., Nasiri, M., & Shojaee, M. (2014). Teaching efficacy in the classroom: Skill based training for teachers' empowerment. *English Language Teaching*, *7*(8), 106-115. https://doi.org/10.5539/elt.v7n8p106.

Karunanayake N. S. K, S. S. Weligamage. (2016) "Effects of quality of work-life on turnover intention: evidence from Sewing Machine Operators in Sri

Lankan apparel industry", Kelaniya Journal of Human Resource Management.

Keith (1989). Human *behaviour at work: Organizational behaviour*, Ed.6. New Delhi: Tata McGraw-Hill Publishing Co.

Kenneth S. Law, Chi-Sum Wong, Guo-Hua Huang, Xiaoxuan Li. (2007) "The effects of emotional intelligence on job performance and life satisfaction for the research and development scientists in China", *Asia Pacific Journal of Management*. Manny Brand. (2016) "Research In Music Teacher Effectiveness", Update: Applications of Research in Music Education,

Kerce, W.E., & Booth4Kewley, S. (1993). *Quality of work life surveys in organizations*: Methods and benefits. In Sage Focus (Ed.), Improving Organizational Surveys: New Directions, Methods, and Applications (pp. 1884209). Thousand Oaks, CA: Sage Publications.

Kermansaravi, Fatihe, Ali Navidian, Shahindokht Navabi Rigi, and Fariba Yaghoubinia. (2014) "The Relationship between Quality of Work Life and Job Satisfaction of Faculty Members in Zahedan University of Medical Sciences", *Global Journal of Health Science*, 7(2): 228–234.

Kershaw, C. (1994). *Teachers perception about their Quality of School Life.* Paper Presented at the annual meeting of the Mid-South Educational Research Association, New Orleans, LA.

Kian-Sam Hong, Kok-Wah Tan & Suraini Bujang, (2010). Relationships between Work Life Quality of Teachers with Work Commitment, Stress and Satisfaction: a study in Kuching. Sarawak, *Malaysia Journal of Technology, 52,* 1–15.

Kiernan, W.E., & Knuston, K. (1990). *Quality of work life,* in R. L. Schalock and M.J. Begab (Ed.), Quality of Life: Perspectives and Issues. Washington, DC, US: xii American Association of Mental Retardation.

Klassen, Robert M., and Virginia M.C. Tze (2014) "Teachers' self-efficacy, personality, and teaching effectiveness: A meta-analysis", Educational Research Review. Vol. 12, 06, p. 59-76.

Koberg, C.S., Boss, R.W., Senjem, J.C. and Goodman, E.A. (1999). Antecedents and outcomes of empowerment: Empirical evidence from the health care industry. *Group and Organization Management, 24(1),* 71-83.

Koul, Lokesh (1984). '*Methodology of Educational Research'*. Vani Educational Books, New Delhi

Kuldeep Kaur & Gurpreet Randhawa (2012). Quality of Work Life issues: a comparative study of multinational and Indian food companies of Punjab. *Gianjyoti E-Journal*, Volume 2, Issue 3.

Kumar, H. and Shanubhogue, A. (1996). Quality of Wok Life: An empirical approach. *Manpower Journal,* Vol. XXXII (3), October –December, 17-24.

Lalita Kumari, Amarjit Singh Sidhu. (2017) "Factors Affecting Quality of Work Life of Private Taxi Drivers", Management and Labour Studies. Retrieved from: DOI: 10.1177/0258042X16676669.

Landy, F.J. (1989). *Psychology of Work Behavior.* (4th ed.). Belmant, California: Brooks/Cole Publishing Company.

Lau R. S. M.. (1998) "A win-win paradigm for quality of work life and business performance", Human Resource Development Quarterly, DOI: 10.1002/hrdq.3920090302.

Lau, R.S.M. (2000) "Quality of Work Life and Performance-An Investigation of Two Key Elements in the Service Profit Chain Model" International Journal of Service Industry Management, 11(5):422-437

Lawler, E.E. (1975). Measuring the psychological quality of working life: The why and how of it, in L.

Lawler, E.E. III (1975). Measuring the psychological quality of working life: the why and how of it. In Davis, L.E. and Cherns, A.B. (eds.). The quality of

working life. Volume 1: *Problems, Prospects and the state of the art.* New York: The Free Press.

Lawrence Shao. (2007) "Evaluating teaching effectiveness: where we are and where we should be", Assessment & Evaluation in Higher Education, Volume 32, Issue 3. Retrieved from: https://doi.org/10.1080/02602930600801886

Layne, L. (2012). Defining effective teaching, *Journal on Excellence in College Teaching, 23* (1), 43-68.

Lee, Ya-Wen, Yu-Tzu Dai, Linda L. McCreary, Grace Yao, and Beth A (2014) Brooks. "Psychometric properties of the Chinese-version Quality of Nursing Work Life Scale : Quality of Nursing Work Life Scale", Nursing and Health Sciences.

Lin, Ching- San, Chen-Tung Chen, and Farn Shing Chen. (2013) "Applying 2-tuple linguistic variables to assess the teaching performance based on the viewpoints of students" Retrieved from: DOI:10.1109/iFuzzy.2013.6825485. International Conference on Fuzzy Theory and Its Applications (iFUZZY), 2013.

Loscocco, K.A., & Roschelle, A.R. (1991). Influences on the quality of work and non work life: Two decades in review. *Journal of Vocational Behaviour*, 39, 1824225.

Louis E. Keiner. (2008) "Book Review: *Thirteen Strategies to Measure College Teaching* by Ron Berk (Stylus, 2006)", International Journal for the Scholarship of Teaching and Learning.

Lowe, Graham S. (2000). *The Quality of Work: A people-centered agenda*. Oxford: Oxford University Press. *Management Research*, ISSN No. 2231-248 X ,Vol.1(8), pp-543-553.

Lumadi, Mutendwahothe Walter. (2014) "Exploring Factors Faced by Teachers in Curriculum Implementation", Mediterranean Journal of Social Sciences. Volume 5, Issue No 6.

Marcia Devlin. (2017) "chapter 5 An Approach to Improving Teaching in Higher Education", IGI Global Publishers.

Marian L. Houser, Ann Bainbridge Frymier. (2009) "The Role of Student Characteristics and Teacher Behaviors in Students' Learner Empowerment", Communication Education. Retrieved from: https://doi.org/10.1080/03634520802237383.

Marks H. M.. (1999) "Teacher Empowerment and the Capacity for Organizational Learning", Educational Administration Quarterly. Retrieved from: https://doi.org/10.1177/0013161X99355003

Maslow, A. H. (1968). *Toward a psychology of being.* D. New York: Van Nostrand Company.

Maslow, A.H. (1943). A theory of human motivation. *Psychological Review*, 50 , 37043 96.

Md. Zohurul Islam & Sununta Siengthai, (2009). Quality of work life and organizational performance: Empirical evidence from Dhaka Export Processing Zone. Retrieved from *http://www.ilo.org/ legacy/english/ protection/travail/pdf/rdwpaper37a.pdf.*

Meena, M.L., G.S. Dangayach, and A. Bhardwaj. (2014) "Measuring quality of work life among workers in handicraft industries of Jaipur", *International Journal of Industrial and Systems Engineering*, vol. 17, issue 3, 376-390.

Meenakshi Gupta and Parul Sharma (2011). Factor Credentials Boosting Quality of Work Life of BSNL Employees in Jammu Region. *Asia Pacific Journal of Research in Business Management*, Volume 2(1)

Mehta, Prayag (1982). *Rising aspirations: Quality of Life and work organization Productivity.* Vol. XXII (4), 85-88.

Mentz, K. (2001). *Change and the quality of work life of teachers in rural schools of South Africa*. Paper presented at the annual meeting of the American Educational Research Association, Seattle.

Mike Smith, John Beck, Cary L. Cooper, Charles Cox, Dick Ottaway, Reg Talbot. (1982) "Introducing Organizational Behaviour", Springer Nature, Retrieved from: https://doi.org/10.1007/978-1-349-16833-0

Mily Velayudhan T. K, M.D Yameni. (2017) "Quality of Work Life – A Study", IOP Conference Series: Materials Science and Engineering.

Mir Hossain, Mahfuja Khatun, Sanjida Khan. (2018) "Quality of Work Life in Bangladesh evidence from Banking Industry", European Journal of Management.

Mirvis, P.H. (1980). The art of assessing the quality of life at work: a personal essay with notes. In Lawler, E.E., Nadler, D.A. and Cammann, C. (eds.). *Organizational assessment.* New York: John Wiley and Sons.

Moen, P. (2000). Effective work life strategies: working couples, work conditions, gender and life quality. *Social Problems, 47(3),* 291-327.

Mohammad Hossein Motaghi Pisheh (2012). Quality of work life (QWL) and job stress among Iran public employees. *African Journal of Business Management*, Vol.6 (28), pp. 8296-8308. Retrieved from: http://www.academicjournals.org/AJBM

Mohammad Hossein Motaghi Pisheh. (2012) "Quality of work life (QWL) and job stress among Iran public employees", *African Journal of Business Management*. Retrieved from: DOI: 10.5897/AJBM11.

Mohammad Kazem Emadzadeh, Mahnaz Khorasani, Fateme Nematizadeh (2012). Assessing the quality of work life of primary school teachers in Isfahan city. *Interdisciplinary Journal of Contemporary Research in Business*, Vol No3, No.9. Retrieved from http://www.journal-archieves14.webs.com/438-448.pdf

Mohanraj P., Ashok Kumar A., Arunachalam M. (2010). Quality of Work Life Sustains Robust Work Culture: an Empirical Study on NTC Mills. *International Journal of Management (IJM)*, Volume 1(2)

Mordechai Miron, Esther Segal. (1978) "The good university teacher? as perceived by the students", Higher Education,Volume 7, Issue 1, pp 27–34.

Moshe Tatar, Gina Emmanuel. (2001) "Teachers' Perceptions of Their Students' Gender Roles", the *Journal of Educational Research*.

Muhammad Asif Chaudhry & Hamid Khan Niazi. (2017) "Job Stress of Academia and its Effect on their Performance in Public Sector Universities of Punjab", *Pakistan Journal of Education*.

Muhlbauer, Varda, Chrisler, Joan C. (Eds.) (2017) "Women Over 50", Springer Nature Publishers.

Mukherjee, R. (1989). *The quality of life: Valuation in social research*. New Delhi: Sage Publications.

Mukherjee. S. P. (2019) "Quality", Springer Nature Publishers, "Instructional Leadership and Leadership for Learning in Schools", Springer Science and Business Media LLC.

Murugesan J., R. Ganapathi. (2010) "Impact of Micro-Finance on Economic Status of Members of the Self-Help Groups", Asia Pacific Business Review, Vol. 6, Issue 3. Retrieved from: https://doi.org/10.1177/09 7324701000600306.

Muthukumar N. & Subburaj A. (2012). Quality of Work Life at HCL Technologies Limited. Chennai, *International Journal of Management Research and Review*, Volume 2/Issue 9/Article No-9/1520-1534, Retrieved from: http://www.ijmrr.com

Nadler, D.A. and Lawler,E.E. III. (1983). Quality of Work Life: Perspectives and directions. *Organizational Dynamics, Winter.*

Nalwade K. M. & Nikam S. R. (2013). Quality of Work Life in Academic: A Review of Literature. *International Journal of Scientific Research,* Volume: 23 | Issue: 2.

Nancy Burstein, Maria Czech, David Kretschmer, Judy Lombardi, Christine Smith. (2009) "Providing Qualified Teachers for Urban Schools: The Effectiveness of the Accelerated Collaborative Teacher Preparation Program in Recruiting, Preparing, and Retaining Teachers", Action in Teacher Education.

Nanjundeswaraswamy T S, Swamy D R (2019) "Quality of Work Life – Development and Scale Validation for Textile Sectors in India", International Journal of Engineering and Advanced Technology, 2019 DOI: 10.35940/ijeat.F8432.088619

Narayan, Deepa. (2007) "Empowerment", Journal of Ambulatory Care Management, Volume 30 - Issue 2 - p 120–125. doi: 10.1097/01.

Narjes Alsadat Nasabi, Peivand Bastani. (2018) "The effect of quality of work life and job control on organizational indifference and turnover intention of nurses: a cross-sectional questionnaire survey", *Central European Journal of Nursing and Midwifery*.

Nasl Saraji, G., & Dargahi, H. (2006). Study of Quality of Work Life (QWL). *Iranian Journal of Public Health, 35*(4), 8-14.

Nazmunnessa Mahtab, Nehal Mahtab. (2013) "chapter 12 Understanding ICT", IGI Global.

Neetu Singh.(2018) "chapter 11 An Exploratory Study of Classroom and Online Teaching Practice in Relation to Inquisitiveness, Attitude, and Teaching Effectiveness", IGI Global.

Nitish, R. De (1992). *Interlink age between Quality of Work Life and Quality of Life, Productivity*, Vol. XXII (4), 89-91.

Noraidah Blar, Fairul Azni Jafar. (2015) "Chapter 57 A Survey on the Application of Robotic Teacher in Malaysia", Springer Science and Business Media LLC.

Noxolo E. Mazibuko, Elroy E. Smith, Eddie Tshuma (2018) "Management perceptions regarding factors impacting privatisation of parastatals in a

developing country", *South African Journal of Economic and management Sciences*, vol 21, No. 1.

Oladipo, S.E. (2010) "Psychological empowerment and development", *Edo Journal of Counselin*g, Volume 2, Issue 1.

Oliver Pfaar, Claus Bachert, Albrecht Bufe, Roland Buhl et al. (2014) "Guideline on allergenspecific immunotherapy in IgE-mediated allergic diseases", *Allergo Journal International*.

Orpen, C. (1981), The conceptualization of the quality of working life. *Perspectives in Industrial Psychology*, *7.2*, 39-69.

Othman , Khatijah. (2016) "Work Ethics and Quality Workplace : An Observation from the Conventional and Islamic Application", *'Ulū mIslā miyyah Journal*, VOL.17 (JUNE): pp 79-102.

Pamela Dodd. (1990) "Preparing Students for the Future:", Administration in Social Work, Volume 14, Issue 2.

Parameswari J. & Kadhiravan S. (2011). Quality of work life and self-regulated behaviour among government and private school teachers. *International Journal of Management Prudence* 3, (1)

Paula M. Short. (2002) Leadership in Empowered Schools: Themes from Innovative Efforts, edison, Pearson Publications.

Pelsma, D. M., G. V. Richard, R. G. Harrington, & J. M. Burry. (1989). The Quality of Teacher Work Life Survey: A Measure of Teacher Stress and Job Satisfaction. *Measurement & Evaluation in Counseling & Development*. 21(4): 165–176.

Peter Drewek. (2015) "Educational Studies as an Academic Discipline in Germany at the Beginning of the 20th Century", Paedagogica Historica.

Pranab Kumar Panday. (2013) "Women's Political Participation in Bangladesh", Springer Nature.

"Proceedings of the 20th Congress of the International Ergonomics Association (IEA2018)", Springer Science and Business Media LLC, 2019

"Qualities of the Effective Teacher", Australian Journal of Education, 2016, https://doi.org/10.1177/000494416400800210

Raduan Che Rose, LooSee Beh, Jegak Uli & Khairuddin Idris, (2006). An Analysis of Quality of Work Life (QWL) and Career- Related Variables. *American Journal of Applied Sciences, 3* (12): 2151-2159.

Ramawickrama J., H. H. D. N. P. Opatha, PushpaKumari M. D. (2017) "Quality of Work Life, Job Satisfaction, and the Facets of the Relationship between the Two Constructs", *International Business Research*, Volume 10, No 4, Retrieved from: DOI**:**10.5539/ibr.v10n4p167

Rao, Rukmini V. (1986). *A Study of the Quality of Work Life, Self-concept aspirations and family life of Working Women*, *(*Unpublished Ph. D thesis). University of Delhi, Delhi.

Rastogi, M., Rangnekar, S. and Rastogi, R. (2018), "Enhancing quality of work life in India: the role of workplace flexibility", *Industrial and Commercial Training*, Vol. 50 No. 5, pp. 234-249. https://doi.org/10.1108/ICT-10-2017-0086.

Regina Scheyvens, Leonard Lagisa (2002) "Women, Disempowerment and Resistance: An Analysis of Logging and Mining Activities in the Pacific", Singapore Journal of Tropical Geography.

Requena, F. (2003). Social capital, satisfaction and quality of life in the workplace. *Social Indicators Research,* 61, 3314360

Reza, Md. Hasan. (2003) "When Culture Trumps Ideology: Micro-Enterprise and the Empowerment of Women in Bangladesh", Canadian Journal of Development Studies.

Richard Chinomona, Manilal Dhurup (2014) "The influence of quality of work life on employee job satisfaction, job commitment and tenure intention in the small and medium enterprise sectors", *South African Journal of*

Economic and Management Sciences. Vol 17, No 4, DOI: https://doi.org/10.4102/sajems.v17i4.296.

Rinehart J. S. (1998) "Teacher Empowerment and Principal Leadership: Understanding the Influence Process", *Educational Administration Quarterly Journal*.

Ritu Narang, Smita Singh. (2016) "chapter 80 Quality of Work/Life and Service Quality", IGI Global Publishers.

RobbinP.S. (2002). *Organizational Behavior Principles.* Fifth edition, the publisher, Jakarta.

Rose, Raduan Che, LooSee Beh, Jegak Uli, and Khairuddin Idris (2006) "Quality Of Work Life: Implications Of Career Dimensions", *Journal of Social Sciences*.

Rossmiller, R. A. (1992). The secondary school principal teachers' Quality of Life. *Journal of Educational Management and Administration,* 20, 132-146.

Rosso, B., Dekas, K. and Wrzesniewski, A. (2015)"The Meaning of Work", The Truth About Talent.

Rousseau, D.M. (1978) Relationship of work and non work. Journal of Applied Psychology, 1978, 63, 513-517.

Sashkin, M., & Burke, W.W. (1987). Organizational development in the 1980's. *Journal of Management,* 13 (2), 3934417.

Sathiya Priya. A, Muruganandam .D. (2018) "Work life balance of employees working in power sectors of krishnagiri district", *International Journal of Engineering & Technology*.

Schipper H, Clinch J, Powell J. (1990). *Definitions and conceptual issues. In:* Spilker B, editor. Quality of life assessments in clinical trials. New York: Raven Press; pp.11-25

Schmitt, N. & Bedeian, A.G. (1982). A comparison of LISREL and two-stage least squares analysis of a hypothesized life job satisfaction relationship. *Journal of Applied Psychology*, 67, pp.806-817.

Seashore, S. E. (1975). *Defining and measuring quality of working life*. In L.E. Davis and A.B. Cherns (Ed.), The Quality of Working Life (pp. 1054118). New York: Free Press.

Seashore, S.E. (1975). Defining and measuring the quality of working life. In Davis, L.E. and Cherns, A.B. (eds.). *The quality of working life. Volume 1: Problems, Prospects and the state of the art.* New York: The Free Press.

Selahattin Kanten, Omer Sadullah. (2012) "An Empirical Research on Relationship Quality of Work Life and Work Engagement", Procedia - Social and Behavioral Sciences. Volume 62, 24, Pages 360-366.

Selda Tasdemir Afsar, Esra Burcu. (2013) "The Adaptation and Validation of Quality of Work Life Scale to Turkish Culture", Applied Research in Quality of Life. https://doi.org/10.1007/s11482-013-9276-0.

Seyed Mehdi Hosseini, Gholamreza Mehdizadeh Jorjafki, Ali Mehdizadeh Ashrafi (2010) "Notice of Retraction: Quality of work life (QWL) and its relationship with performance", *IEEE International Conference on Advanced Management Science* (ICAMS 2010).

Seyed Mohammad Mirkamali, Fatemeh Narenji Thani. (2011) "A Study on the Quality of Work Life (QWL) among faculty members of University of Tehran(UT) and Sharif university of Technology (SUT)", *Procedia - Social and Behavioral Sciences*. Retrieved from: DOI: 10.1016/j.sbspro. 2011.11.223.

Shalini Srivastava, Richa Misra, Poornima Madan.(2019) "'The Saviors Are Also Humans': Understanding the Role of Quality of Work Life on Job Burnout and Job Satisfaction Relationship of Indian Doctors", Journal of Health Management. Vol 21, Issue 2, https://doi.org/10.1177/0972063419835099

Sharma R. D., J. Jyoti (2013). "Impact of Quality of Work Life on Job Related Attitudes: Structural Modeling Approach", Metamorphosis: *A Journal of Management Research*.

Sheppard, H, L. (1975). Some indicators of quality of working life: a simplified approach to measurement. In Davis, L.E. and Cherns, A.B. (eds.). *The quality of working life. Volume 1: Problems, Prospects and the state of the art.* New York: The Free Press.

Shima Veisi, Akbar Azizifar, Habib Gowhary, Ali Jamalinesari. (2015) "The Relationship between Iranian EFL Teachers' Empowerment and Teachers' Self-efficacy", *Procedia - Social and Behavioral Sciences.* Retrieved From: DOI: 10.1016/j.sbspro.2015.03.362

Shudak, N. and Wiebers, R. (2017), "The Professional Development Center as A Collaborative Apprenticeship", University Partnerships for Pre-Service and Teacher Development (*Innovations in Higher Education Teaching and Learning*, Vol. 10), Emerald Publishing Limited, pp. 147-160.

Simon L. Dolan et al, (2007). Predictors of "quality of work" and "poor health" among primary health-care personnel in Catalonia Evidence based on cross-sectional, retrospective and longitudinal design. *International Journal of Health Care Quality Assurance*, *21* (2), 203-218.

Sinha, Vinita, and K.S. Subramanian. (2013) "An empirical study of quality of work life among employees of public and private sectors and entrepreneurs in Indian perspectives", *International Journal of Indian Culture and Business Management*.

Sirgy, M. Joseph, Efraty, D., Siegel, P & Lee, D. (2001). A new measure of Quality of Work Life (QoWL) based on need satisfaction and spillover theories. *Social Indicators Research*, 55, 241-302.

Siti Intan Diyana Ishak, Nordin Abd Razak, H. Hussin, Nur Suriaty Fhiri @ Daud, Aida Shakila Ishak. (2018)"A Literature Review on Quality Teacher's

Working Life", MATEC Web of Conferences, Retrieved from: https://doi.org/10.1051/matecconf/201815005094

Sivarethina Mohan R. (2013). Effect of Quality of Work Life on Employee Retention in Private Sector Banks. *International Center for Business Research*, Issue: Volume 2, Retrieved from: icbr.net/0204.30.

Soh Kay Cheng (2008) "Personality Source Traits as Predictors of Teaching Effectiveness", Singapore Journal of Education. Retrieved from: https://doi.org/10.1080/02188798108547593.

Soren Ventegodt, Niels Jorgen Andersen, Isack Kandel, Lars Enevoldsen & Joav Merrick, (2008). Scientific research in the quality of working-life (QWL): Generic measuring of the global working life quality with the SEQWL questionnaire. *International Journal of Disability Human Development*, *7*(2), 201-217.

Soren Ventegodt, Niels Jørgen Andersen, Joav Merrick (2008)"Scientific research in the quality of working-life (QWL): Generic measuring of the global working life quality with the SEQWL questionnaire", *International Journal on Disability and Human Development*, Retrieved from: DOI: 10.1515/IJDHD.2008.7.2.201

Sreeja Sukumar K., S. Santhosh Kumar (2015) "Problems faced in the implementation of Total Quality Management in higher secondary schools in Kerala, India", *Journal of Social and Economic Development*. Retrieved from: DOI: 10.1007/s40847-015-0012-5

Sreekumar. S. S. (2017) "Women Empowerment through Capacity Building Efforts for Elected Women Representatives of PRIs: A Study with Special Reference to Andaman and Nicobar Islands", Indian Journal of Public Administration, Vol 60, Issue 3,. Retrieved from: https://doi.org/10.1177/0019556120140318.

Subburethina Bharathi P., Dr. Umaselvi M. and Dr. Senthil Kumar N., (2011). Quality of Work Life : Perception of College Teachers. *Indian Journal of*

Commerce & Management Studies, Vol–II (1) Retrieved from: www. scholarshub.net

Suri, G.K., Singh, A. and Akter, S. (1991). *Quality of Work Life and Productivity*, New Delhi: National Productivity Council.

Suthakar Singh S, Sathyapriya J, KVR Rajandran (2019) "Effectiveness of the Quality of Life Training in a Dairy Product Manufacturing Company in Trichy", *International Journal of Recent Technology and Engineering*, Volume-8 Issue-2S4.

Swapna M. & Gomathi S. (2013). A Study on the Interplay between the Constructs of Quality of Work life: With Special Reference to IT Professionals in Bangalore City. *Online Journal of Asian Social Science*; Vol. 9, No. 9; 201. Retrieved from: http://www.ccsenet.org/ journal/ index. php/ass/article/view/28597/17104

Swapna, M., and S. Gomathi. (2013) "A Study on the Interplay between the Constructs of Quality of Work life: With Special Reference to IT Professionals in Bangalore City", Asian Social Science, Vol. 9, No. 9.

Swarochi G., A. Seema, S. Sujatha. (2018) "An empirical research on quality of work-life an employee perspective", *International Journal of Management Development*, Vol.2 No.1, pp.34 - 80.

Tan-Hsu Tan, Tsung-Yu Liu, Chi-Cheng Chang. (2007) "Development and Evaluation of an RFID-based Ubiquitous Learning Environment for Outdoor Learning", Interactive Learning Environments

Taylor James, C. (1978). An empirical examination of the dimensions of quality of working life. *Omega: International Journal of Management Science*, 6, 153-160.

Thornton B.. (2002) "Becoming a Data-Based Leader: An Introduction", NASSP Bulletin.

Thurstone, L. L., & Chave, E. J. (1929). The measurement of attitude. Chicago: Univ. Chicago Press, Pp. 96, Retrieved from http://www.brocku.ca /Mead Project/ sup/ Wang _ 1932.html.

Tuckman , B.W.(1978). *'Conducting Educational Research'*. Harcourt Brace Jovanovich Inc, New York.

"The Politics of Empowerment", Social Work, 1995

"The Universality of Subjective Wellbeing Indicators", Springer Nature, 2002

Uma Sekaran (1985). The perceived Quality of Working Life in banks in major cities in India. *Prajnan,* Vol. 14(3), 273-284.

Umasankar Dash1 & Pranab Barman2 (2016) Teaching Effectiveness of Secondary School Teachers in the District of Purba Medinipur, *West Bengal IOSR Journal Of Humanities And Social Science* (IOSR-JHSS) Volume 21, Issue 7, Ver. VI1 (July. 2016) PP 50-63 e-ISSN: 2279-0837, p-ISSN: 2279-0845. www.iosrjournals.org

Umender Malik (2017) A Study of Teaching Effectiveness of Secondary School Teachers in Relation to their Sense of Humor and Socioeconomic Status Educational Quest: An Int. J. of Education and Applied Social Science: Vol. 8, No. 3, pp. 789-792, December 2017 DOI: 10.5958/2230-7311.2017.00136.2 New Delhi Publishers.

Veisi, Shima, Akbar Azizifar, Habib Gowhary, and Ali Jamalinesari. (2015) "The Relationship between Iranian EFL Teachers' Empowerment and Teachers' Self-efficacy", Procedia - Social and Behavioral Sciences.

Vijayanthi K. N.. (2000) "Women's empowerment through self help groups-A participatory approach", Social Change, Vol 30, Issue 3-4, Retrieved from: https://doi.org/10.1177/004908570003000406.

Vipinder Nagra (2010) "Environmental education awareness among school teachers", The Environmentalist, 30(2):153-162, Retrieved from: DOI: 10.1007/s10669-010-9257-x.

Virginia Snodgrass Rangel, Milijana Suskavcevic, Andrew Kapral, Wallace Dominey (2018) "A revalidation of the school participant empowerment scale amongst science and mathematics teachers", Educational Studies, Retrieved from: https://philpapers.org/rec/BARITW-3.

Wafaa Salem Al-Yaseen, Mohammad Yousef Al-Musaileem. (2013) "Teacher empowerment as an important component of job satisfaction: a comparative study of teachers' perspectives in Al-Farwaniya District, Kuwait", *Compare: A Journal of Comparative and International Education*, Volume 45, Issue 6.

Walton, R. E. (1974). QWL indicators: prospects and problems, In Portigal, A.H. (Eds.). Measuring the quality of working life. *A symposium on Social Indicators of Working Life*. Ottawa, March, 19-20.

Walton, R.E. (1975). Criteria for quality of working life. In Davis, L.E. and Cherns, A.B. (eds.). The quality of working life. Volume 1: *Problems, Prospects and the state of the art.* New York: The Free Press.

Yueyu Xu. (2012) "Developing a comprehensive teaching evaluation system for foundation courses with enhanced validity and reliability", *Educational Technology Research and Development*.

Zhang, Qin. (2014) "Assessing the Effects of Instructor Enthusiasm on Classroom Engagement, Learning Goal Orientation, and Academic Self-Efficacy", Communication Teacher. Volume 28, Issue 1, Retrieved from: https://doi.org/10.1080/17404622.2013.839047.

Appendices

Appendix- A

Teacher's Quality of Work Life Scale (TQWLS)

Please fill up the following:

Name:……..

Age: …… years

Gender: Male / Female

Name of the School:……

Type of School: Government / Private Aided/ Private Unaided

Name of the Taluk: …….

Total length of Service:……. Years

INSTRUCTIONS:

Please read the following items. Each statement is followed by five responses viz., Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD). Please tick (√) against the response which you think is more appropriate to you. Before recording the response, be sure, how strongly you agree or disagree and tick in the appropriate cell.

It is necessary that you answer all the items. Only one response is to be ticked for each statement. There is no time limit and there is no right or wrong answers. Give your responses frankly. Your responses will be kept strictly confidential and will be used for research purpose only.

Sl. No	Statements	SA	A	UD	D	SD
1.	I frequently have the fear of losing my job.					
2.	Since my job is not secured, I am always under mental stress.					
3.	I don't get worried about my future life as my job is permanent.					
4.	It is not possible for me to pay attention to my career growth as my job is not secured.					
5.	Since my job is secured, I work without yielding to any one's influence.					
6.	Since my job is permanent, I am able to work more confidently.					
7.	The pay structure of our institution is fair.					
8.	Right reward for my hard work is rare.					
9.	My institution follows fair procedure in giving promotion.					
10.	My salary is not sufficient to lead a happy life.					
11.	I do not get suitable rewards for my efficient work.					
12.	In my institution I will have to work under conflicting situation sometimes.					
13.	My colleagues do not differentiate each others on the basis of					

	caste or race.					
14.	There is no gender bias in our institution.					
15.	Rules and regulations of our institution are not applied equally to all.					
16.	The institution follows fair procedure to solve the problems of teachers.					
17.	In our institution all are given the freedom to implement their own method of teaching if it is effective.					
18.	In our institution every teacher has the right to express objections if they have any.					
19.	Each teacher has the freedom to give their views about the administration of the institution.					
20.	There is a good environment to work as there is cooperation between colleagues.					
21.	Opportunity for in-service training is given to all.					
22.	We equally are given opportunities to attend seminars and workshops.					
23.	In my institution all the staffs have leisure periods.					
24.	I feel that I am working in a safe environment.					
25.	Higher authorities maintain good human inter- relation with teachers.					
26.	Our higher authorities try to bring team spirit in us					
27.	In my institution higher authorities cooperate and encourage me to work.					
28.	In my institution higher authorities cooperate and encourage me to work.					
29.	I believe my work is helpful for the development of the institution.					
30.	It is difficult to work freely as my work undergoes repeated inspection.					
31.	We are provided by objective feedback for our work by our					
32.	Our higher authorities offer career counseling to help me build my career.					
33.	Our higher authorities do not provide opportunities to improve					
34.	The guidance and instruction given by my institution has made me respect my work.					
35.	Our institution shows concern for improving interpersonal relationship between its teachers.					
36.	I have clear information about my work.					
37.	I work happily.					
38.	I feel like changing my job.					
39	There is stress in my job.					
40.	The institution considers the opinion of all teachers in changing the procedure of job.					
41.	I give importance to administrative orders.					
42.	I am able to build up conducive environment of work in the institution.					
43.	I prepare my own lesson plan to teach the subject content					

	effectively.					
44.	I have inculcated self discipline in my work					
45.	I am committed to rules and regulations of my work.					
46.	I can make changes in my work plan to work efficiently.					
47.	I efficiently utilize resources of the institution to work successfully.					
48.	Our institution takes decision without considering the opinions of the teachers					
49.	I have no opportunity to change format of the lesson plan as our institution has a model lesson plan.					
50.	I follow the work culture of my senior colleagues without fail.					
51.	I have to conduct action research to find out solutions to difficulties of students.					
52.	I adopt new techniques to evaluate the students learning.					
53.	My institution has provided enough opportunities for my career growth.					
54.	There is opportunity to learn new things in our institution.					
55.	I and my colleagues work towards achieving the goals of my					
56.	My performance appraisal has helped me to improve my performance.					
57.	In our institution seminars are arranged to enhance the knowledge of teachers.					
58.	There is a mutual exchange of open and honest feedback.					
59.	The institution has provided adequate facilities to everybody.					
60.	The institution supports my academic growth.					
61.	There is opportunity for teachers to attend in-service training frequently.					
62.	My work makes me active.					
63.	My work load is very stressful.					
64.	My institution emphasizes long term plans for the better future of people working here.					
65.	I am committed to work for institutional development.					
66.	My colleagues work cooperatively with me to solve all our problems.					
67.	My hectic work has made me to be lonely at home.					
68.	If I volunteer to take up any responsible work, my colleagues usually object to it.					
69	I get reward and acknowledgment for my good performance.					
70.	The promotion of teachers in our institution strictly depends on merit and seniority.					
71.	My profession has increased my social status.					
72.	I get rewards according to the quality of my work					
73.	My profession has made me financially sound.					
74.	If I get an opportunity I would change my work place.					
75.	I am satisfied in my profession.					

Appendix –B

ಶಿಕ್ಷಕರ ಕಾರ್ಯಜೀವನದ ಗುಣಾತ್ಮಕತೆಯ ಮಾಪನಿ

ದಯವಿಟ್ಟು ಈ ಕೆಳಗಿನವುಗಳನ್ನು ಭರ್ತಿಮಾಡಿರಿ:

ಹೆಸರು:.....

ವಯಸ್ಸು:.....

ಲಿಂಗ: (ಗಂಡು/ಹೆಣ್ಣು)

ಶಾಲೆಯ ವಿಧ: ಸರ್ಕಾರಿ/ ಖಾಸಗಿ ಅನುದಾನಿತ/ ಖಾಸಗಿ ಅನುದಾನ ರಹಿತ

ತಾಲ್ಲೂಕಿನ ಹೆಸರು :

ಒಟ್ಟು ಸೇವಾವಧಿ: .....ವರ್ಷಗಳು

ಸೂಚನೆ:

ಈ ಕೆಳಗೆ ನೀಡಿರುವ ಹೇಳಿಕೆಗಳನ್ನು ಗಮನವಿಟ್ಟು ಓದಿ. ಪ್ರತಿಯೊಂದು ಹೇಳಿಕೆಗೂ ಐದು ಅಭಿಪ್ರಾಯಗಳಿಗೆ ಅವಕಾಶ ಕಲ್ಪಿಸಲಾಗಿದೆ. ಅವುಗಳೆಂದರೆ ಖಂಡಿತಾ ಒಪ್ಪುತ್ತೇನೆ, ಒಪ್ಪುತ್ತೇನೆ, ಯಾವುದೂ ಇಲ್ಲ, ಒಪ್ಪುವುದಿಲ್ಲ, ಖಂಡಿತಾ ಒಪ್ಪುವುದಿಲ್ಲ. ಇದರಲ್ಲಿ ನಿಮಗೆ ಸರಿಯೆನಿಸಿದ ಒಂದು ಅಭಿಪ್ರಾಯಕ್ಕೆ (√) ಗುರುತುಹಾಕುವ ಮೂಲಕ ನಿಮ್ಮ ಅಭಿಪ್ರಾಯವನ್ನು ಸ್ಪಷ್ಟಪಡಿಸಬಹುದಾಗಿದೆ. ಪ್ರತಿಯೊಂದು ಹೇಳಿಕೆಗೂ ಪ್ರತಿಕ್ರಿಯಿಸಿ. ಇಲ್ಲಿ ಯಾವುದೇ ಸರಿ ಮತ್ತು ತಪ್ಪು ಉತ್ತರಗಳು ಎಂಬುವುದಿಲ್ಲ ಮತ್ತು ಸಮಯದ ಮಿತಿಯಿರುವುದಿಲ್ಲ. ನಿಮ್ಮ ಅಭಿಪ್ರಾಯವನ್ನು ಗೌಪ್ಯವಾಗಿಡಲಾಗುವುದು ಹಾಗೂ ಈ ದತ್ತಾಂಶವನ್ನು ಸಂಶೋಧನೆಗೆ ಮಾತ್ರ ಬಳಸಿಕೊಳ್ಳಲಾಗುವುದು.

ಕ್ರಮ ಸಂಖ್ಯೆ	ಹೇಳಿಕೆಗಳು	ಖಂಡಿತಾ ಒಪ್ಪುತ್ತೇನೆ	ಒಪ್ಪುತ್ತೇನೆ	ಯಾವುದೂ ಇಲ್ಲ	ಒಪ್ಪುವುದಿಲ್ಲ	ಖಂಡಿತಾ ಒಪ್ಪುವುದಿಲ್ಲ
1.	ನನ್ನ ಕೆಲಸವನ್ನು ಕಳೆದುಕೊಳ್ಳುವ ಭಯ ನನ್ನನ್ನು ಆಗಾಗ್ಗೆ ಕಾಡುತ್ತದೆ.					
2.	ನಮ್ಮ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆಯಲ್ಲಿನ ವೇತನದ ವಿನ್ಯಾಸ ನ್ಯಾಯಯುತವಾದುದಾಗಿದೆ.					
3.	ನನ್ನ ಸಹೋದ್ಯೋಗಿಗಳು ಜಾತಿ, ಜನಾಂಗದ ಆಧಾರದ ಮೇಲೆ ತಾರತಮ್ಯ ಮಾಡುವುದಿಲ್ಲ.					
4.	ಮೇಲಾಧಿಕಾರಿಗಳು ಶಿಕ್ಷಕರೊಂದಿಗೆ ಉತ್ತಮ ಮಾನವೀಯ ಸಂಬಂಧ ಹೊಂದಿದ್ದಾರೆ.					
5.	ನಾನು ಮಾಡಬೇಕಾದ ಕೆಲಸದ ಬಗ್ಗೆ ನನಗೆ ಸ್ಪಷ್ಟವಾದ ಮಾಹಿತಿಯಿದೆ.					
6.	ಸಂಸ್ಥೆಯಲ್ಲಿ ಕೆಲಸಮಾಡಲು ಪೂರಕವಾದ ವಾತಾವರಣವನ್ನು ನಿರ್ಮಿಸಿಕೊಳ್ಳುವ ಸಾಮರ್ಥ್ಯ ನನಗಿದೆ.					
7.	ನಮ್ಮ ಸಂಸ್ಥೆಯು ನಿರ್ಧಾರ ತೆಗೆದುಕೊಳ್ಳುವಾಗ ಶಿಕ್ಷಕರ ಅಭಿಪ್ರಾಯಕ್ಕೆ ಮನ್ನಣೆ ಕೊಡದೆ ನಿರ್ಧಾರ ತೆಗೆದುಕೊಳ್ಳುತ್ತದೆ.					
8.	ನನ್ನ ವೃತ್ತಿ ಜೀವನದಲ್ಲಿ ಬೆಳೆಯಲು ಸಂಸ್ಥೆಯು ಸಾಕಷ್ಟು ಅವಕಾಶಗಳನ್ನು ಒದಗಿಸಿಕೊಟ್ಟಿದೆ.					
9.	ಸಂಸ್ಥೆಯಲ್ಲಿರುವ ಜನರಲ್ಲಿ ಮುಕ್ತ ಮತ್ತು ಪ್ರಾಮಾಣಿಕ ಪುಷ್ಟೀಕರಣದ ಪರಸ್ಪರ					
10.	ನನ್ನ ಕಾರ್ಯಭಾರವು ಹೆಚ್ಚು ಆಯಾಸಕರವಾದುದು.					
11.	ನಾನು ಉತ್ತಮ ಸಾಧನೆ ಮಾಡಿದಾಗ ಪುರಸ್ಕಾರ ಮತ್ತು ಪ್ರಶಂಶೆಗಳು ದೊರೆಯತ್ತವೆ.					
12.	ನನ್ನ ಕೆಲಸದಲ್ಲಿ ಭದ್ರತೆಯಿಲ್ಲದಿರುವುದರಿಂದ ಸದಾ ಮಾನಸಿಕ ಒತ್ತಡವಿರುತ್ತದೆ.					
13.	ನನ್ನ ಕಾರ್ಯಪರಿಶ್ರಮಕ್ಕೆ ತಕ್ಕ ಪ್ರತಿಫಲ ವಿರಳ.					
14.	ನಮ್ಮ ಸಂಸ್ಥೆಯಲ್ಲಿ ಲಿಂಗ ತಾರತಮ್ಯ ಮಾಡುವುದಿಲ್ಲ.					
15.	ನಮ್ಮ ಸಂಸ್ಥೆಯಲ್ಲಿ ಮೇಲಾಧಿಕಾರಿಗಳು ಸಮೂಹ ಸ್ಫೂರ್ತಿಯನ್ನು ಪ್ರೋತ್ಸಾಹಿಸುತ್ತರೆ.					

16.	ನಾನು ಸಂತೋಷದಿಂದ ಕೆಲಸ ಮಾಡುತ್ತೇನೆ.					
17.	ನನ್ನ ಬೋಧನಾ ವಿಷಯದಲ್ಲಿ ನಾನು ಪರಿಪೂರ್ಣತೆಯೆಡೆಗೆ ಕಾರ್ಯನಿರತನಾಗಲು ಸ್ವಯಂ ಯೋಜನೆಯನ್ನು ಸಿದ್ದಪಡಿಸಿಕೊಳ್ಳುತ್ತೇನೆ.					
18.	ನಮ್ಮ ಸಂಸ್ಥೆಯಲ್ಲಿ ಪಾಠಯೋಜನೆಯ ಮಾದರಿಯಿದ್ದು ಅದರಲ್ಲಿ ಬದಲಾವಣೆ ಮಾಡಿಕೊಳ್ಳಲು ನನಗೆ ಅವಕಾಶವೇ ಇಲ್ಲ.					
19.	ಶಾಲೆಯಲ್ಲಿ ಹೊಸ ವಿಷಯಗಳನ್ನು ಕಲಿಯಲು ನನಗೆ ಅವಕಾಶವಿದೆ.					
20.	ಪ್ರತಿಯೊಬ್ಬ ಶಿಕ್ಷಕರೂ ಸಮರ್ಪಕವಾಗಿ ಕಾರ್ಯನಿರ್ವಹಿಸಲು ಸಂಸ್ಥೆಯು ಉತ್ತಮ ಸೌಲಭ್ಯಗಳನ್ನು ಒದಗಿಸಿಕೊಟ್ಟಿದೆ.					
21.	ನಮ್ಮ ಸಂಸ್ಥೆಯಲ್ಲಿ ಶಿಕ್ಷಕರ ಭವಿಷ್ಯಕ್ಕಾಗಿ ಧೀರ್ಘಾವಧಿ ಯೋಜನೆಗಳಿಗೆ ಪ್ರಾಮುಖ್ಯತೆಯಿದೆ.					
22.	ನಮ್ಮ ಸಂಸ್ಥೆಯಲ್ಲಿ ಶಿಕ್ಷಕರ ಬಡ್ತಿಯು ಕಟ್ಟು ನಿಟ್ಟಾಗಿ ಪ್ರತಿಭೆ ಮತ್ತು					
23.	ನನ್ನ ಕೆಲಸ ಖಾಯಂ ಆದುದರಿಂದ ನನ್ನ ಜೀವನದ ಬಗ್ಗೆ ನನಗೆ ಚಿಂತೆಯಿಲ್ಲ.					
24.	ಸೇವಾ ಭಡ್ತಿ ನೀಡುವಲ್ಲಿ ಸಂಸ್ಥೆಯು ನ್ಯಾಯಯುತವಾದ ಪ್ರಕ್ರಿಯೆ ಅನುಸರಿಸುತ್ತದೆ.					
25.	ಸಂಸ್ಥೆಯ ನೀತಿ ನಿಯಮಗಳು ಯಾವುದೇ ಜಾತಿ ಬೇಧವಿಲ್ಲದೆ ಪ್ರತಿಯೊಬ್ಬರಿಗೂ ಸಮನಾಗಿ ಅನ್ವಯ ವಾಗುವುತ್ತವೆ.					
26.	ನನ್ನ ಕೆಲಸದ ಕ್ಲಿಷ್ಟತೆಯಿಂದಾಗಿ ಕೆಲಸವನ್ನು ದಕ್ಷವಾಗಿ ಮಾಡಲು ಸಾಧ್ಯವಾಗುತ್ತಿಲ್ಲ.					
27.	ನನ್ನ ವೃತ್ತಿಯನ್ನು ಬದಲಾಯಿಸಬೇಕೆಂದು ನನಗನ್ನಿಸುತ್ತದೆ.					
28.	ನನ್ನ ಕೆಲಸದಲ್ಲಿ ಸ್ವ ಶಿಸ್ತನ್ನು ರೂಡಿಸಿಕೊಂಡಿದ್ದೇನೆ.					
29.	ನನ್ನ ಹಿರಿಯ ಸಹೋದ್ಯೋಗಿಗಳ ಕಾರ್ಯ ಸಂಸ್ಕೃತಿಯು ಪರಿಣಾಮಕಾರಿಯಾಗಿದ್ದಲ್ಲಿ ನಾನು ತಪ್ಪದೇ ಅನುಸರಿಸುತ್ತೇನೆ.					
30.	ಸಂಸ್ಥೆಯ ಯಶಸ್ಸು ಮತ್ತು ಗುರಿಗಳನ್ನು ಮನಸಿನಲ್ಲಿಟ್ಟುಕೊಂಡು ನಾನು ಮತ್ತು ನನ್ನ ಸಹೊದ್ಯೋಗಿಗಳು ಪ್ರಗತಿಯೆಡೆಗೆ ಕಾರ್ಯ ನಿರ್ವಹಿಸುತ್ತೇವೆ.					
31.	ನನ್ನ ಶೈಕ್ಷಣಿಕ ಅಗತ್ಯಗಳನ್ನು ಪೂರೈಸುವೆಡೆಗೆ ಸಂಸ್ಥೆಯು ಗಮನ ನೀಡುತ್ತದೆ.					
32.	ಸಂಸ್ಥೆಯ ಏಳಿಗೆಗೆ ಕಾರ್ಯನಿರ್ವಹಿಸಲು ಬದ್ದನಾಗಿದ್ದೇನೆ.					
33.	ಈ ವೃತ್ತಿಯು ನನ್ನ ಸಾಮಾಜಿಕ ಸ್ಥಾನಮಾನ ವನ್ನು ಹೆಚ್ಚಿಸಿದೆ.					
34.	ನನ್ನ ಕೆಲಸದಲ್ಲಿ ಭದ್ರತೆಯಿಲ್ಲದಿರುವುದರಿಂದ ವೃತ್ತಿ ಬೆಳವಣಿಗೆಯ ಬಗ್ಗೆ ಗಮನಹರಿಸಲು ಸಾಧ್ಯವಾಗುತ್ತಿಲ್ಲ.					
35.	ನಾನು ಪಡೆಯುತ್ತಿರುವ ವೇತನ ನನ್ನ ಜೀವನ ನಿರ್ವಹಣೆಗೆ ಸಾಕಾಗುವುದಿಲ್ಲ.					
36.	ಶಿಕ್ಷಕರ ತೊಂದರೆ ಮತ್ತು ಸಮಸ್ಯೆಗಳನ್ನು ಪರಿಹರಿಸಲು ಸಂಸ್ಥೆಯು ನ್ಯಾಯ ಮತ್ತು ನಿಷ್ಪಕ್ಷಪಾತವಾದ ವಿಧಾನವನ್ನು ಅನುಸರಿಸುತ್ತದೆ.					
37.	ನಮ್ಮ ಸಂಸ್ಥೆಯಲ್ಲಿ ಕೆಲಸವನ್ನು ಮಾಡಲು ನನಗೆ ನನ್ನ ಮೇಲಾಧಿಕಾರಿಗಳು ಸಹಕಾರವನ್ನು ನೀಡಿ ಉತ್ತೇಜಿಸುತ್ತಾರೆ.					
38.	ನನ್ನ ಕೆಲಸದಲ್ಲಿ ಒತ್ತಡವಿರುತ್ತದೆ.					
39.	ನನ್ನ ಕಾರ್ಯವನ್ನು ಪರಿಣಾಮಕಾರಿಯಾಗಿ ನಿರ್ವಹಿಸಲು ನೀತಿನಿಯಮಗಳಿಗೆ ಬದ್ಧನಾಗಿರುತ್ತೇನೆ.					
40.	ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕಾ ಸಮಸ್ಯೆಯನ್ನು ಕಂಡುಹಿಡಿಯಲು ಕ್ರಿಯಾಸಂಶೋಧನೆಯನ್ನು					
41.	ನನ್ನ ಕಾರ್ಯಸಾಧನೆಯನ್ನು ಉನ್ನತೀಕರಿಸಿಕೊಳ್ಳಲು ನನ್ನ ಹಿಂದಿನ ಕಾರ್ಯಸಾಧನೆಯ ಸ್ವ–ಮೌಲ್ಯಮಾಪನವು ಸಹಾಯಮಾಡಿದೆ.					
42.	ನಮ್ಮ ಸಂಸ್ಥೆಯಲ್ಲಿ ಕಾರ್ಯ ನಿರ್ವಹಿಸುವ ಶಿಕ್ಷಕರೆಲ್ಲರಿಗೂ ಕಾಲಕಾಲಕ್ಕೆ ಸೇವಾನಿರತ ತರಬೇತಿಗೆ ತೆರಳಲು ಅವಕಾಶವಿದೆ.					
43.	ನನ್ನ ಸ್ವ ಇಚ್ಚೆಯಂತೆ ಆಡಳಿತಾತ್ಮಕ ಸಮಸ್ಯೆಗಳನ್ನು ಪರಿಹರಿಸಲು ನನ್ನ ಸಹೋದ್ಯೋಗಿಗಳು ನನ್ನೊಂದಿಗೆ ಸಹಕರಿಸುತ್ತಾರೆ.					
44.	ನನ್ನ ಕೆಲಸದ ಗುಣಮಟ್ಟವನ್ನು ಗುರುತಿಸಿ ನನಗೆ ಪುರಸ್ಕಾರ ದೊರೆಯುತ್ತದೆ.					
45.	ನನ್ನ ಕೆಲಸದಲ್ಲಿ ಭದ್ರತೆಯಿರುವುದರಿಂದ ಯಾರ ಪ್ರಭಾವಕ್ಕೂ ಮಣಿಯದೆ ಕೆಲಸ ನಿರ್ವಹಿಸುತ್ತೇನೆ.					
46.	ನನ್ನ ಕೆಲಸದಲ್ಲಿ ದಕ್ಷತೆಗೆ ತಕ್ಕ ಪುರಸ್ಕಾರವಿಲ್ಲ					
47.	ಈ ಸಂಸ್ಥೆಯಲ್ಲಿ ಎಲ್ಲರಿಗೂ ಪರಿಣಾಮಕಾರಿ ಬೋಧನಾ ವಿಧಾನಗಳನ್ನು					

	ಅಳವಡಿಸಿಕೊಳ್ಳಲು ಸ್ವಾತಂತ್ರ್ಯವಿದೆ.					
48.	ನನ್ನ ಕೆಲಸವು ಸಂಸ್ಥೆಯ ಸರ್ವಾಂಗೀಣ ಅಭಿವೃದ್ಧಿಗೆ ಸಹಾಯಕವಾಗುತ್ತದೆಂಬ ನಂಬಿಕೆ ನನಗಿದೆ.					
49.	ಕೆಲಸದ ವಿಧಾನವನ್ನು ಬದಲಾಯಿಸುವಲ್ಲಿ ಮತ್ತು ಮಾರ್ಪಾಡು ಮಾಡುವಲ್ಲಿ ಸಂಸ್ಥೆಯಲ್ಲಿನ ಎಲ್ಲಾ ಶಿಕ್ಷಕರ ಅಭಿಪ್ರಾಯಗಳಿಗೂ ಮನ್ನಣೆಯಿದೆ.					
50.	ದಕ್ಷವಾಗಿ ಕಾರ್ಯನಿರ್ವಹಿಸಲು ನನ್ನ ಕಾರ್ಯಯೋಜನೆಯಲ್ಲಿ ಬೇಕಾದ ಬದಲಾವಣೆಗಳನ್ನು ಅಳವಡಿಸಿಕೊಳ್ಳ ಬಲ್ಲೆ.					
51.	ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯನ್ನು ಮೌಲ್ಯಮಾಪನ ಮಾಡಲು ನೂತನ ತಂತ್ರಗಳನ್ನು ಅಳವಡಿಸಿಕೊಳ್ಳುತ್ತಿರುತ್ತೇನೆ.					
52.	ಶಿಕ್ಷಕರ ಜ್ಞಾನಾರ್ಜನೆಯ ದೃಷ್ಟಿಯಿಂದ ನಮ್ಮ ಸಂಸ್ಥೆಯಲ್ಲಿ ಆಗಾಗ್ಗೆ ವಿಚಾರ ಸಂಕಿರಣಗಳನ್ನು ಏರ್ಪಡಿಸಲಾಗುತ್ತದೆ.					
53.	ನನ್ನ ಕೆಲಸ ನನ್ನನ್ನು ಕ್ರಿಯಾಶೀಲಗೊಳಿಸುತ್ತದೆ.					
54.	ನಾನು ನಿರ್ವಹಿಸುವ ಜವಾಬ್ದಾರಿಯುತ ಕೆಲಸಗಳು ನನ್ನನ್ನು ಏಕಾಂಗಿಯನ್ನಾಗಿಸಿವೆ.					
55.	ನನ್ನ ವೃತ್ತಿಯು ನನ್ನನ್ನು ಆರ್ಥಿಕವಾಗಿ ಸಧೃಡನನ್ನಾಗಿ ಮಾಡಿದೆ.					
56.	ನನ್ನ ಕೆಲಸವು ಖಾಯಂ ಆದುದರಿಂದ ನಾನು ಹೆಚ್ಚು ಆತ್ಮವಿಶ್ವಾಸದಿಂದ ಕೆಲಸ					
57.	ನಮ್ಮ ಸಂಸ್ಥೆಯಲ್ಲಿ ನಾನು ಕೆಲವೊಮ್ಮೆ ಸಂದಿಗ್ಧ ಪರಿಸ್ಥಿತಿಯಲ್ಲಿ ಕೆಲಸ ನಿರ್ವಹಿಸಬೇಕಾಗುತ್ತದೆ.					
58.	ನಮ್ಮ ಶಿಕ್ಷಣಸಂಸ್ಥೆಯಲ್ಲಿ ಆಕ್ಷೇಪಣೆಗಳನ್ನು ವ್ಯಕ್ತಪಡಿಸಲು ಪ್ರತಿಯೊಬ್ಬ ಶಿಕ್ಷಕರಿಗೂ ಹಕ್ಕಿದೆ.					
59.	ನನ್ನ ಕೆಲಸವು ಪದೇ ಪದೇ ಮೇಲಾಧಿಕಾರಿ ಗಳಿಂದ ತನಿಖೆಗೊಳಪಡುವುದರಿಂದ ಕಾರ್ಯ ನಿರ್ವಹಿಸುವುದು ಕಷ್ಟಕರವಾಗಿದೆ.					
60.	ಆಡಳಿತಾತ್ಮಕ ಆದೇಶಗಳಿಗೆ ನಾನು ಸಾಕಷ್ಟು ಪ್ರಾಮುಖ್ಯತೆಯನ್ನು ಕೊಡುತ್ತೇನೆ.					
61.	ಯಶಸ್ವಿಯಾಗಿ ಕಾರ್ಯನಿರ್ವಹಿಸಲು ಸಂಸ್ಥೆಯಲ್ಲಿನ ಸಂಪನ್ಮೂಲಗಳನ್ನು ಸಮರ್ಪಕವಾಗಿ ಬಳಸಿ ಕೊಳ್ಳಬಲ್ಲೆ.					
62.	ನನ್ನ ಸ್ವ ಇಚ್ಛೆಯಿಂದ ಕೆಲಸವನ್ನು ತೆಗೆದುಕೊಂಡರೆ ನನ್ನ ಸಹೋದ್ಯೋಗಿಗಳು ನಾಮಾನ್ಯವಾಗಿ ಆಕ್ಷೇಪಣೆ ವ್ಯಕ್ತಪಡಿಸುತ್ತಾರೆ.					
63.	ನನಗೆ ಅವಕಾಶ ಸಿಕ್ಕರೆ ನನ್ನ ಕೆಲಸದ ಸ್ಥಳವನ್ನು ನಾನು ಬದಲಾಯಿಸುತ್ತೇನೆ.					
64.	ನಮ್ಮ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆಯ ಆಡಳಿತದಬಗ್ಗೆ ತಮ್ಮ ಅನಿಸಿಕೆಗಳನ್ನು ವ್ಯಕ್ತಪಡಿಸಲು ಪ್ರತಿಯೊಬ್ಬ ಶಿಕ್ಷಕರಿಗೂ ಸ್ವಾತಂತ್ರ್ಯವಿದೆ.					
65.	ನಮ್ಮ ಕೆಲಸಕ್ಕೆ ಮೇಲಾಧಿಕಾರಿಗಳು ವಸ್ತು ನಿಷ್ಟವಾಗಿ ಪ್ರತಿಪುಷ್ಟೀಕರಣವನ್ನು ನೀಡುತ್ತಾರೆ.					
66.	ನನ್ನ ವೃತ್ತಿಯಲ್ಲಿ ನನಗೆ ಸಂತೃಪ್ತಿಯಿದೆ.					
67.	ನಮ್ಮ ಸಂಸ್ಥೆಯಲ್ಲಿ ಸಹೋದ್ಯೋಗಿಗಳೊಂದಿಗೆ ಸಹಕಾರವಿರುವುದರಂದ ಕೆಲಸ ಮಾಡಲು ಉತ್ತಮ ವಾತಾವರಣ ನಿರ್ಮಾಣವಾಗುತ್ತದೆ.					
68.	ಮೇಲಾಧಿಕಾರಿಗಳು ನೀಡುವ ಔದ್ಯೋಗಿಕ ಸಲಹೆಯು ನನ್ನ ವೃತ್ತಿಯಲ್ಲಿ ಉನ್ನತಿ ಸಾಧಿಸಲು ಸಹಾಯಕವಾಗಿದೆ					
69.	ನಮ್ಮ ಸಂಸ್ಥೆಯಲ್ಲಿ ಎಲ್ಲರಿಗೂ ಸೇವಾನಿರತ ತರಬೇತಿಗೆ ಸಮನಾದ ಅವಕಾಶವಿದೆ.					
70.	ನನ್ನ ವೃತ್ತಿಯಲ್ಲಿ ದಕ್ಷತೆ ಹೆಚ್ಚಿಸಿಕೊಂಡು ಪ್ರಗತಿಯನ್ನು ಸಾಧಿಸಲು ಮೇಲಾಧಿಕಾರಿಯು ನನಗೆ ಅವಕಾಶಕೊಡುವುದಿಲ್ಲ.					
71.	ನಮ್ಮ ಉದ್ಯೋಗದಲ್ಲಿ ವಿಚಾರಗೋಷ್ಠಿ ಮತ್ತು ಕಾರ್ಯಗಾರಗಳಲ್ಲಿ ಭಾಗವಹಿಸಲು ಎಲ್ಲರಿಗೂ ಸಮಾನ ಅವಕಾಶಗಳಿವೆ.					
72.	ನನ್ನ ಕಾರ್ಯದ ಮೇಲೆ ಸಂಸ್ಥೆಯು ನೀಡುವ ಸಲಹೆ ಸೂಚನೆಯು ಅವರೆಡೆಗೆ ಧನ್ಯತಾಭಾವ ಮೂಡುವಂತೆ ಮಾಡಿದೆ.					
73.	ಸಂಸ್ಥೆಯಲ್ಲಿ ಕಾರ್ಯನಿರ್ವಹಿಸುವ ಪ್ರತಿ ಯೊಬ್ಬರಿಗೂ ವಿರಾಮದ ಅವಧಿಗಳಿವೆ.					
74.	ಶಿಕ್ಷಕರ ನಡುವಿನ ಸಂಬಂಧವನ್ನು ವೃದ್ಧಿಸುವೆಡೆಗೆ ಸಂಸ್ಥೆಯು ಕಾಳಜಿ ವಹಿಸುತ್ತದೆ.					
75.	ನಾನು ಸುರಕ್ಷಿತ ವಾತಾವರಣದಲ್ಲಿ ಕೆಲಸ ನಿರ್ವಹಿಸುತ್ತಿರುವೆನೆಂಬ ಭರವಸೆಯಿದೆ.					

Appendix-C

TEACHER EMPOWERMENT SCALE

INSTRUCTIONS:

Please read the following items. Each statement is followed by five responses viz., Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD). Please tick (√) against the response which you think is more appropriate to you. Before recording the response, be sure, how strongly you agree or disagree and tick in the appropriate cell.

It is necessary that you answer all the items. Only one response is to be ticked for each statement. There is no time limit and there is no right or wrong answers. Give your responses frankly. Your responses will be kept strictly confidential and will be used for research purpose only.

Sl. No	Statements	SA	A	UD	D	SD
1	I am involved in preparation of class time table.					
2	My advice is considered while allocating budget to various programmes in our institution.					
3	I am given responsible positions in our institution which makes me to take important decisions.					
4	My higher authorities believe in my decision making ability.					
5	I have the freedom to take decisions about co-curricular activities conducted in school.					
6	I am involved in making decisions about implementing new programmes in our institution.					
7	I take decision about activities for evaluation of students.					
8	School authorities deny my membership in decision making bodies.					
9	Academic achievement of my students is high.					
10	My presence in the staff room has an impact on my colleagues.					
11	I have made my students independent learners.					
12	Most of my students consider me as a model.					
13	My colleagues seek my advice professionally.					
14	My colleagues consider it an opportunity to work with me.					
15	I observe that I have a strong influence on other teachers and students.					
16	I focus on solving problems instead of finding faults in my colleagues.					
17	Many of the parents of my students appreciate me since students try to follow my instructions.					
18	I have a high influence on other people in the society.					
19	My advice is solicited by others.					
20	My colleagues respect me.					
21	Higher authorities of my school recognize my contributions.					

22	I am appropriately paid for what I deserve.					
23	I feel teachers have low status in present society.					
24	I believe that I am respected because of my profession.					
25	I feel I am important in the school.					
26	I feel my profession is an honorable one.					
27	I feel I make a significant difference in my student's lives.					
28	As a teacher I am highly respected in the society.					
29	I have the privilege to take decisions about the methods I adopt in teaching.					
30	I have the freedom to adjust my work schedule if need be.					
31	I frame my own guidelines regarding teaching.					
32	I am free to choose learning activities for students in my class.					
33	I have to just follow what my authorities tell me.					
34	I am allowed to take initiative to assess my skills and seek appropriate training.					
35	I have the freedom to decide on which training programmes I need to attend.					
36	In my institution higher authorities have given me the freedom to attend seminar.					
37	I have the freedom to prepare new learning materials for my students.					
38	I am allowed to decide on the learning experience to be provided to students.					
39	Teachers in our institution are free to adopt team teaching methods and select their members to the team.					
40	I have the opportunity to attend in-service workshops frequently.					
41	All are given the opportunities to pursue higher studies in our institution.					
42	The higher authorities of our institution encourage me to visit other schools so that I can incorporate effective strategies followed there.					
43	I am working in a professional environment.					
44	I keep receiving good training to do my job.					
45	In our institution me and my colleagues share information					
46	I have good resources in my institution to grow professionally.					
47	I conduct action research to solve difficulties and improve my educational practices.					
48	In our institution conferences are arranged to enhance the knowledge of teachers.					
49	The institution supports my academic growth.					
50	My colleagues will help me if I need their help for career planning.					
51	Me and my colleagues are discussing about correspondence courses for professional improvement.					

52	I receive encouragement to come up with new and better ways of doing things.					
53	I evaluate the effectiveness of my own teaching in light of my students feedback.					
54	I promote a positive attitude towards learning in my students.					
55	If a student in my class is indiscipline I am able to redirect him/her.					
56	I am able to assist my students in improve and motivating them to learn.					
57	I possess skills required to work with my colleagues.					
58	I have confidence in my ability to supervise and evaluate my students.					
59	I can help my students to achieve better academically.					
60	I have the ability to complete task to achieve my goals					
61	I perform effectively on many different positions in my school.					
62	I deal efficiently with unexpected events.					
63	I find solutions to any problems.					

Appendix-D

ಶಿಕ್ಷಕರ ಸಬಲೀಕರಣದ ಮಾಪನ

ಸೂಚನೆ:

ಈ ಕೆಳಗೆ ನೀಡಿರುವ ಹೇಳಿಕೆಗಳನ್ನು ಗಮನವಿಟ್ಟು ಓದಿ. ಪ್ರತಿಯೊಂದು ಹೇಳಿಕೆಗೂ ಐದು ಅಭಿಪ್ರಾಯಗಳಿಗೆ ಅವಕಾಶ ಕಲ್ಪಿಸಲಾಗಿದೆ. ಅವುಗಳೆಂದರೆ ಖಂಡಿತಾ ಒಪ್ಪುತ್ತೇನೆ, ಒಪ್ಪುತ್ತೇನೆ, ಯಾವುದೂ ಇಲ್ಲ, ಒಪ್ಪುವುದಿಲ್ಲ, ಖಂಡಿತಾ ಒಪ್ಪುವುದಿಲ್ಲ. ಇದರಲ್ಲಿ ನಿಮಗೆ ಸರಿಯೆನಿಸಿದ ಒಂದು ಅಭಿಪ್ರಾಯಕ್ಕೆ (√) ಗುರುತುಹಾಕುವ ಮೂಲಕ ನಿಮ್ಮ ಅಭಿಪ್ರಾಯವನ್ನು ಸ್ಪಷ್ಟಪಡಿಸಬಹುದಾಗಿದೆ. ಪ್ರತಿಯೊಂದು ಹೇಳಿಕೆಗೂ ಪ್ರತಿಕ್ರಿಯಿಸಿ. ಇಲ್ಲಿ ಯಾವುದೇ ಸರಿ ಮತ್ತು ತಪ್ಪು ಉತ್ತರಗಳು ಎಂಬುವುದಿಲ್ಲ ಮತ್ತು ಸಮಯದ ಮಿತಿಯಿರುವುದಿಲ್ಲ. ನಿಮ್ಮ ಅಭಿಪ್ರಾಯವನ್ನು ಗೌಪ್ಯವಾಗಿಡಲಾಗುವುದು ಹಾಗೂ ಈ ದತ್ತಾಂಶವನ್ನು ಸಂಶೋಧನೆಗೆ ಮಾತ್ರ ಬಳಸಿಕೊಳ್ಳಲಾಗುವುದು.

ಕ್ರಮ ಸಂಖ್ಯೆ	ಹೇಳಿಕೆಗಳು	ಖಂಡಿತಾ ಒಪ್ಪುತ್ತೇನೆ	ಒಪ್ಪುತ್ತೇನೆ	ಯಾವುದೂ ಇಲ್ಲ	ಒಪ್ಪುವುದಿಲ್ಲ	ಖಂಡಿತಾ ಒಪ್ಪುವುದಿಲ್ಲ
1.	ತರಗತಿಯ ವೇಳಾಪಟ್ಟಿ ತಯಾರಿಕೆಯಲ್ಲಿ ನಾನೂ ಒಳಗೊಂಡಿರುತ್ತೇನೆ.					
2	ನಮ್ಮ ಸಂಸ್ಥೆಯ ಹಲವಾರು ಕಾರ್ಯಕ್ರಮಗಳಿಗೆ ಆಯವ್ಯಯ ಹಂಚಿಕೆ ಮಾಡುವಾಗ ನನ್ನ ಸಲಹೆಯನ್ನು ಪರಿಗಣಿಸಲಾಗುತ್ತದೆ.					
3	ನವ್ಮ ಸಂಸ್ಥೆಯಲ್ಲಿ ನನಗೆ ಜವಾಬ್ದಾರಿಯುತ ಸ್ಥಾನಗಳನ್ನು ನೀಡಲಾಗಿದೆ ಇದು ನಾನು ಪ್ರಮುಖ ನಿರ್ಧಾರವನ್ನು ತೆಗೆದುಕೊಳ್ಳುವಂತೆ ಮಾಡುತ್ತದೆ.					
4.	ಉನ್ನತ ಅಧಿಕಾರಿಗಳಿಗೆ ನನ್ನ ನಿರ್ಧಾರ ತೆಗೆದುಕೊಳ್ಳವ ಸಾಮರ್ಥ್ಯದ ಬಗೆಗೆ ನಂಬಿಕೆಯಿದೆ.					
5	ಶಾಲೆಯಲ್ಲಿ ನಡೆಸಲಾಗುವ ಪಠ್ಯೇತರ ಚಟುವಟಿಕೆಗಳ ಬಗೆಗೆ ನಿರ್ಧಾರ ತೆಗೆದುಕೊಳ್ಳುವ ಸ್ವಾತಂತ್ರ್ಯ ನನಗಿದೆ.					
6	ನಮ್ಮ ಸಂಸ್ಥೆಯಲ್ಲಿ ನೂತನ ಕಾರ್ಯಕ್ರಮಗಳನ್ನು ಕಾರ್ಯಗತಗೊಳಿಸಲು ತೆಗೆದುಕೊಳ್ಳುವ ನಿರ್ಧಾರದಲ್ಲಿ ನಾನು ಒಳಗೊಂಡಿರುತ್ತೇನೆ.					
7	ವಿದ್ಯಾರ್ಥಿಗಳ ಮೌಲ್ಯಮಾಪನ ಚಟುವಟಿಕೆಗಳ ಬಗೆಗೆ ನಾನು ನಿರ್ಧಾರ ತೆಗೆದುಕೊಳ್ಳುತ್ತೇನೆ.					
8	ನಿರ್ಧಾರ ತೆಗೆದುಕೊಳ್ಳುವ ಸಂಸ್ಥೆಗಳಲ್ಲಿ ನನ್ನ ಸದಸ್ಯತ್ವವನ್ನು ಶಾಲಾ ಅಧಿಕಾರಿಗಳು ನಿರಾಕರಿಸುತ್ತಾರೆ.					
9	ನನ್ನ ವಿದ್ಯಾರ್ಥಿಗಳ ಶೈಕ್ಷಣಿಕ ಸಾಧನೆ ಉನ್ನತವಾಗಿದೆ.					
10	ಸಿಬ್ಬಂದಿ ಕೊಠಡಿಯಲ್ಲಿನ ನನ್ನ ಉಪಸ್ಥಿತಿ ನನ್ನ ಸಹೊದ್ಯೋಗಿಗಳ ಮೇಲೆ ಪ್ರಭಾವ ಬೀರುತ್ತದೆ					
11	ನನ್ನ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ನಾನು ಸ್ವತಂತ್ರ ಕಲಿಕಾರ್ಥಿಗಳನ್ನಾಗಿ ಮಾಡಿದ್ದೇನೆ.					
12	ನನ್ನ ಹಲವಾರು ವಿದ್ಯಾರ್ಥಿಗಳು ನನ್ನನ್ನು ಮಾದರಿಯಾಗಿ ಪರಿಗಣಿಸಿದ್ದಾರೆ.					
13	ನನ್ನ ಸಹೋದ್ಯೋಗಿಗಳು ವೃತ್ತಿಪರವಾಗಿ ನನ್ನ ಸಲಹೆಯನ್ನು ಪಡೆಯುತ್ತಾರೆ.					
14	ನನ್ನ ಸಹೋದ್ಯೋಗಿಗಳು ನನ್ನೊಂದಿಗೆ ಕೆಲಸಮಾಡುವುದು ಅವರಿಗೆ ಸಿಕ್ಕ ಅವಕಾಶವೆಂದು ಪರಿಗಣಿಸುತ್ತಾರೆ.					
15	ನಾನು ಗಮನಿಸಿದಂತೆ ನನ್ನ ವಿದ್ಯಾರ್ಥಿಗಳು ಮತ್ತು ಇತರೆ ಶಿಕ್ಷಕರ ಮೇಲೆ ನಾನು ಬಲವಾದ ಪ್ರಭಾವಬೀರಿದ್ದೇನೆ.					
16	ನಾನು ನನ್ನ ಸಹೊದ್ಯೋಗಿಗಳಲ್ಲಿ ದೋಷಗಳನ್ನು ಹುಡುಕುವುದರ ಬದಲಿಗೆ ಅದನ್ನು ಪರಿಹರಿಸಲು ಗಮನಹರಿಸುತ್ತೇನೆ.					
17	ವಿದ್ಯಾರ್ಥಿಗಳು ನನ್ನ ಸೂಚನೆಗಳನ್ನು ಅನುಸರಿಸಲು ಪ್ರಯತ್ನಿಸುವುದರಿಂದ ವಿದ್ಯಾರ್ಥಿಗಳ ಪೋಷಕರು ನನ್ನನ್ನು ಪ್ರಶಂಸಿಸುತ್ತಾರೆ.					
18	ನಾನು ಸಮಾಜದಲ್ಲಿ ಇತರೆ ಜನರ ಮೇಲೆ ಹೆಚ್ಚಿನ ಪ್ರಭಾವ ಬೀರಿದ್ದೇನೆ.					
19	ನನ್ನ ಸಲಹೆ ಇತರರಿಂದ ಲಭಿಸಿದೆ.					
20	ನನ್ನ ಸಹೊದ್ಯೋಗಿಗಳು ನನ್ನನ್ನು ಗೌರವಿಸುತ್ತಾರೆ.					
21	ನಮ್ಮ ಶಾಲೆಯ ಉನ್ನತ ಅಧಿಕಾರಿಗಳು ನನ್ನ ಕೊಡುಗೆಯನ್ನು ಗುರುತಿಸುತ್ತಾರೆ.					

22	ನಾನು ಯಾವುದಕ್ಕೆ ಅರ್ಹನಾಗಿದ್ದೇನೆಯೋ ಅದಕ್ಕೆ ನನಗೆ ಸೂಕ್ತವಾದ ಗೌರವ ಸಲ್ಲುತ್ತದೆ.					
23	ಪ್ರಸ್ತುತ ಸಮಾಜದಲ್ಲಿ ಶಿಕ್ಷಕರು ಕಡಿಮೆ ಸ್ಥಾನಮಾನ ಹೊಂದಿದ್ದಾರೆಂಬುದು ನನ್ನ ಭಾವನೆ.					
24	ನನ್ನ ವೃತ್ತಿಯಿಂದಾಗಿ ನನಗೆ ಗೌರವವಿದೆ ಎಂಬುದಾಗಿ ನಾನು ನಂಬಿದ್ದೇನೆ.					
25	ಶಾಲೆಯಲ್ಲಿ ನಾನು ಪ್ರಮುಖನೆಂಬ ಭಾವನೆಯಿದೆ.					
26	ನನ್ನ ವೃತ್ತಿಯು ಗೌರವಯುತವಾದ ವೃತ್ತಿಗಳಲ್ಲಿ ಒಂದು ಎಂಬುದು ನನ್ನ ಭಾವನೆ.					
27	ನನ್ನ ವಿದ್ಯಾರ್ಥಿಗಳ ಜೀವನದಲ್ಲಿ ನಾನು ಗಮನಾರ್ಹ ವ್ಯತ್ಯಾಸ ಉಂಟುಮಾಡಿದ್ದೇನೆಂಬ ಭಾವನೆ ನನಗಿದೆ.					
28	ಒಬ್ಬ ಶಿಕ್ಷಕನಾಗಿ, ಸಮಾಜದಲ್ಲಿ ನಾನು ಹೆಚ್ಚು ಗೌರವಿಸಲ್ಪಡುತ್ತೇನೆ.					
29	ಬೋಧನೆಯಲ್ಲಿ ನಾನು ಅಳವಡಿಸಿಕೊಳ್ಳುವ ವಿಧಾನದ ಬಗೆಗೆ ನಿರ್ಧಾರ ತೆಗೆದುಕೊಳ್ಳುವ ಸವಲತ್ತು ನನಗಿದೆ.					
30	ನನಗೆ ಅಗತ್ಯವಿದ್ದರೆ ನನ್ನ ಕಾರ್ಯಸೂಚಿಯನ್ನು ಸರಿಹೊಂದಿಸುವ ಸ್ವಾತಂತ್ರ್ಯವಿದೆ.					
31	ಬೋಧನೆಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ನನ್ನ ಸ್ವಂತ ಮಾರ್ಗಸೂಚಿಗಳನ್ನು ರೂಪಿಸಿಕೊಳ್ಳುತ್ತೇನೆ.					
32	ನನ್ನ ತರಗತಿಯಲ್ಲಿ ನನ್ನ ವಿದ್ಯಾರ್ಥಿಗಳಿಗಾಗಿ ಕಲಿಕಾ ಚಟುವಟಿಕೆಗಳನ್ನು ಮುಕ್ತವಾಗಿ ಆಯ್ಕೆ ಮಾಡಿಕೊಳ್ಳುತ್ತೇವೆ.					
33	ನನ್ನ ಅಧಿಕಾರಿಗಳು ನನಗೆ ಏನನ್ನು ತಿಳಿಸುತ್ತಾರೆಯೋ ಅದನ್ನಷ್ಟೇ ನಾನು ಅನುಸರಿಸುತ್ತೇನೆ.					
34	ನನ್ನ ಕೌಶಲಗಳನ್ನು ಅಳತೆಮಾಡಲು ಮತ್ತು ಸೂಕ್ತ ತರಬೇತಿ ಪಡೆಯಲು ನನಗೆ ಅವಕಾಶವಿದೆ.					
35	ಯಾವ ತರಬೇತಿ ಕಾರ್ಯಕ್ರಮದಲ್ಲಿ ನಾನು ಭಾಗವಹಿಸುವ ಅವಶ್ಯಕತೆಯಿದೆ ಎಂಬುದನ್ನು ನಿರ್ಧರಿಸುವ ಸ್ವಾತಂತ್ರ್ಯ ನನಗಿದೆ.					
36	ನಮ್ಮ ಸಂಸ್ಥೆಯಲ್ಲಿ ಉನ್ನತ ಅಧಿಕಾರಿಗಳು ನನಗೆ ವಿಚಾರ ಸಂಕಿರಣದಲ್ಲಿ ಭಾಗವಹಿಸಲು ಸ್ವಾತಂತ್ರ್ಯವನ್ನು ನೀಡಿದ್ದಾರೆ.					
37	ನನ್ನ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ನೂತನ ಕಲಿಕಾ ಸಾಮಗ್ರಿಗಳನ್ನು ಸಿದ್ದಪಡಿಸುವ ಸ್ವಾತಂತ್ರ್ಯನನಗಿದೆ.					
38	ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಒದಗಿಸುವ ಕಲಿಕಾ ಅನುಭವದ ಬಗೆಗೆ ನಿರ್ಧಾರ ತೆಗೆದುಕೊಳ್ಳಲು ನನಗೆ ಅವಕಾಶವಿದೆ.					
39	ನಮ್ಮ ಸಂಸ್ಥೆಯಲ್ಲಿ ತಂಡ ಬೋಧನಾ ವಿಧಾನವನ್ನು ಅಳವಡಿಸಿಕೊಳ್ಳಲು ಮತ್ತು ತಮ್ಮ ತಂಡಕ್ಕೆ ಸದಸ್ಯರನ್ನು ಆಯ್ಕೆಮಾಡಿಕೊಳ್ಳುವ ಅವಕಾಶ ಶಿಕ್ಷಕರಿಗಿದೆ.					
40	ಆಗಾಗ್ಗೆ ಸೇವಾ ನಿರತ ಕಾರ್ಯಗಾರಗಳಲ್ಲಿ ಭಾಗವಹಿಸುವ ಅವಕಾಶ ನನಗಿದೆ.					
41	ನಮ್ಮ ಸಂಸ್ಥೆಯಲ್ಲಿ ಉನ್ನತ ಶಿಕ್ಷಣವನ್ನು ಪಡೆಯಲು ಎಲ್ಲರಿಗೂ ಅವಕಾಶವನ್ನು ನೀಡಲಾಗಿದೆ.					
42	ನಮ್ಮ ಸಂಸ್ಥೆಯ ಉನ್ನತ ಅಧಿಕಾರಿಗಳು ನನಗೆ ಇತರೆ ಶಾಲೆಗಳಿಗೆ ಬೇಟಿ ನೀಡಲು ಅವಕಾಶ ನೀಡಿದ್ದಾರೆ ಇದರಿಂದ ಅವರ ಪರಿಣಾಮಕಾರಿ ಕಾರ್ಯತಂತ್ರಗಳನ್ನು ಅನುಸರಿಸಲು ನನಗೆ ಸಹಾಯಕವಾಗಿವೆ.					
43	ನಾನು ವೃತ್ತಿಪರ ವಾತಾವರಣದಲ್ಲಿ ಕಾರ್ಯನಿರ್ವಹಿಸುತ್ತಿದ್ದೇನೆ.					
44	ನನ್ನ ಕೆಲಸಮಾಡಲು ನಾನು ಉತ್ತಮ ತರ ಬೇತಿ ಪಡೆಯುತ್ತಿದ್ದೇವೆ.					
45	ನಮ್ಮ ಸಂಸ್ಥೆಯಲ್ಲಿ ನಾನು ಮತ್ತು ನನ್ನ ಸಹೊದ್ಯೋಗಿಗಳು ಅಂತರ್ಜಾಲ ಶಿಕ್ಷಣದ ಬಗೆಗೆ ಮಾಹಿತಿಯನ್ನು ವಿನಿಮಯ ಮಾಡಿಕೊಳ್ಳುತ್ತೇವೆ.					
46	ನನ್ನ ಸಂಸ್ಥೆಯಲ್ಲಿ ನಾನು ವೃತ್ತಿಯಲ್ಲಿ ಬೆಳೆಯಲು ಉತ್ತಮ ಸಂಪನ್ಮೂಲಗಳಿವೆ.					
47	ತೊಂದರೆಗಳನ್ನು ಪರಿಹರಿಸಲು ಮತ್ತು ನನ್ನ ಶೈಕ್ಷಣಿಕ ಅಭ್ಯಾಸವನ್ನು ಸುಧಾರಿಸಲು ಕ್ರಿಯಾ ಸಂಶೋಧನೆಯನ್ನು ನಡೆಸುತ್ತೇವೆ.					
48	ನಮ್ಮ ಸಂಸ್ಥೆಯಲ್ಲಿ ಶಿಕ್ಷಕರು ಮತ್ತು ವಿದ್ಯಾರ್ಥಿಗಳ ಜ್ಞಾನ ಹೆಚ್ಚಿಸಲು ಸಮಾವೇಶಗಳನ್ನು ಏರ್ಪಡಿಸಲಾಗುತ್ತದೆ.					
49	ನನ್ನ ಶೈಕ್ಷಣಿಕ ಬೆಳವಣಿಗೆಗೆ ಸಂಸ್ಥೆಯು ಸಹಕರಿಸುತ್ತದೆ.					
50	ವೃತ್ತಿಪರ ಯೋಜನೆಗೆ ನಾನು ನನ್ನ ಸಹೊದ್ಯೋಗಿಗಳ ಸಹಾಯ ಬಯಸಿದರೆ ಅವರು ಸಹಾಯ ಮಾಡುತ್ತಾರೆ.					
51	ವೃತ್ತಿಪರ ಬೆಳವಣಿಗೆಗೆ ಮುಕ್ತ ಶಿಕ್ಷಣದ ಬಗೆಗೆ ನಾನು ಮತ್ತು ನನ್ನ ಸಹೊದ್ಯೋಗಿಗಳು ಚರ್ಚಿಸುತ್ತೇವೆ.					
52	ನೂತನ ಮತ್ತು ಉತ್ತಮ ಕೆಲಸಮಾಡುವ ರೀತಿಗಳಿಂದಬರುವುದರಿಂದ ನಾನು ಪ್ರೋತ್ಸಾಹವನ್ನು ಪಡೆಯುತ್ತೇನೆ.					
53	ನನ್ನ ವಿದ್ಯಾರ್ಥಿಗಳ ಪ್ರತಿಕ್ರಿಯೆಯ ಮೂಲಕ ನಾನು ನನ್ನ ಬೋಧನಾ ಪರಿಣಾಮಕತ್ವವನ್ನು ಮೌಲ್ಯಮಾಪನ ಮಾಡಿಕೊಳ್ಳುತ್ತೇನೆ.					
54	ನನ್ನ ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಕಲಿಕೆಯ ಕಡೆಗೆ ನಾನು ಧನಾತ್ಮಕ ಭಾವನೆಯನ್ನು ಹೊಂದುವಂತೆ ನಾನು					

	ಮಾಡುತ್ತೇನೆ.					
55	ನನ್ನ ತರಗತಿಯಲ್ಲಿ ವಿದ್ಯಾರ್ಥಿಗಳು ಅಶಿಸ್ತು ತೋರಿಸಿದರೆ ಅವರನ್ನು ನಾನು ಮರು ನಿರ್ದೇಶಿಸುತ್ತೇನೆ.					
56	ನನ್ನ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯನ್ನು ಸುಧಾರಿಸಲು ಮತ್ತು ಪ್ರೋತ್ಸಾಹಿಸಲು ಸಹಾಯ ಮಾಡಲು ನಾನು ಸಿದ್ದನಿದ್ದೇನೆ.					
57	ನನ್ನ ಸಹೊದ್ಯೋಗಿಗಳೋಂದಿಗೆ ಕೆಲಸಮಾಡಲು ಅಗತ್ಯವಿರುವ ಕೌಶಲಗಳು ನನಗಿವೆ.					
58	ನನ್ನ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಮೌಲ್ಯಮಾಪನ ಮಾಡಲು ಮತ್ತು ಮೇಲ್ವಿಚಾರಣೆಮಾಡಲು ನನಗಿರುವ ಸಾಮರ್ಥ್ಯದ ಬಗೆಗೆ ವಿಶ್ವಾಸವಿದೆ.					
59	ವಿದ್ಯಾರ್ಥಿಗಳು ಶೈಕ್ಷಣಿಕವಾಗಿ ಉತ್ತಮ ಸಾಧನೆಮಾಡಲು ನಾನು ಸಹಾಯ ಮಾಡಬಲ್ಲೆ.					
60	ನನ್ನ ಗುರಿ ಸಾಧನೆಗಾಗಿ ಕಾರ್ಯ ನಿರ್ವಹಿಸುವ ಸಾಮರ್ಥ್ಯ ನನಗಿದೆ.					
61	ನನ್ನ ಶಾಲೆಯಲ್ಲಿ ಹಲವು ವಿವಿಧ ಸ್ಥಾನಗಳನ್ನು ಪರಿಣಾಮಕಾರಿಯಾಗಿ ನಿರ್ವಹಿಸಬಲ್ಲೆ.					
62	ಅನಿರೀಕ್ಷಿತ ಘಟನೆಗಳನ್ನು ನಾನು ಪರಿಣಾಮಕಾರಿಯಾಗಿ ಎದುರಿಸಬಲ್ಲೆ.					
63	ಯಾವುದೇ ಸಮಸ್ಯೆಗಳಿಗೆ ನಾನು ಪರಿಹಾರ ಹುಡುಕಬಲ್ಲೆ.					

Appendix- E

Student Rating of Teaching Effectiveness Scale (SROTES)

Dear Students Please fill up the following:

Name:……..

Class: ……

Gender: Male / Female

Name of the School:……

Type of School: Government / Private Aided/ Private Unaided

Name of the Taluk: …….

Instruction:

This scale contains statements regarding teacher and their classroom behavior. You are required to respond to these statements with reference to only one teacher. Read each statement carefully and indicate your opinion about the teacher's behavior. Each statement is followed by five responses viz., Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD). Please tick (√) against the response which you think is more appropriate to you. Before recording the response, be sure, how strongly you agree or disagree and tick in the appropriate cell.

It is necessary that you answer all the items. Only one response is to be ticked for each statement. There is no right or wrong answers. Give your responses frankly. Your responses will be kept strictly confidential and will be used for research purpose only.

Sl. No	Statements	SA	A	UD	D	SD
1.	This teacher keeps giving direction all the time when he/she sets up a task, with irritates us.					
2.	Even when this teacher admits that he/she cannot answer our question, our regard for him/her remains high.					
3.	This teacher gives too many directions, immediately changes them; hence it is difficult to understand what is expected of us.					
4.	This teacher does not give us time to think over before answering.					
5.	There is a lot of misbehavior in this teacher's classroom.					
6.	This teacher punishes students severely.					
7.	In this teacher's class, I feel free to ask questions or express my opinion.					
8.	This teacher uses the black board often while explaining difficult topics.					

9.	This teacher seems to like only intelligent students.					
10.	We are disappointed when this teacher is absent to the class or is on leave.					
11.	This teacher cannot speak clearly.					
12.	This teacher loses his/her temper easily.					
13.	This teacher is insulting to dull students.					
14.	This teacher never tells us what we are to learn in a particular class.					
15.	I don't want to be noticed by this teacher, as he /she frightens me.					
16.	I would not like to study under this teacher again.					
17.	This teacher likes only a few students in the class.					
18.	Many of us dislike this teacher.					
19.	This teacher repeatedly makes fun of dull students.					
20.	This teacher is very slow, does not finish portions in time.					
21.	This teacher, if we fail to answer the question initially, gives us hints so that we can give the correct answer.					
22	The teacher teaches mechanically without showing much interest in teaching us.					
23.	Even after so many days, this teacher does not know the names of many students in my class.					
24	The teacher tells us clearly that some portions/points are important.					
25.	This teacher does not shame us in front of our friends.					
26.	This teacher is interested in us.					
27.	This teacher never listens to our explanation for coming late, forgetting to get home work or forgetting to get text books, only scolds us.					
28.	We don't learn much from this teacher as he/she spends most of the time, cutting jokes in the class.					
29.	In my opinion, this teacher is an effective teacher.					
30.	In my opinion, this teacher has wide knowledge about the subject.					
31.	This teacher feels nervous in our class.					
32.	This teacher's voice is so low and monotonous that after ten minutes many of us stop listening.					
33.	This teacher, after asking a question, does not give any importance to our answers.					
34.	This teacher usually tells us on what topics he/she will be setting questions.					
35.	This teacher criticizes us a lot.					
36.	This teacher treats us with respect.					
37.	This teacher is not capable of controlling the class.					
38.	This teacher does not set questions on portions not					

	taught in the class.					
39.	This teacher seems to be in a hurry all the time.					
40.	This teacher humiliates dull students in the class.					
41.	I feel that this teacher has a command over the subject.					
42.	This teacher has set such high standards that when I am praises by him/her, I feel thrilled because it is like getting a medal.					

Appendix-F

ವಿದ್ಯಾರ್ಥಿಗಳು ದರ್ಜಿಸುವ ಬೋಧನಾ ಪರಿಣಾಮಕತ್ವದ ಮಾಪನಿ

ಪ್ರೀತಿಯ ವಿದ್ಯಾರ್ಥಿಗಳೇ ಈ ಕೆಳಕಂಡ ಅಂಶಗಳನ್ನು ಭರ್ತಿಮಾಡಿರಿ

ಹೆಸರು:.....

ತರಗತಿ:.....

ಲಿಂಗ: ಹುಡುಗ/ಹುಡುಗಿ

ಶಾಲೆಯ ಹೆಸರು:.....

ಶಾಲೆಯ ವಿಧ: ಸರ್ಕಾರಿ/ಖಾಸಗಿ ಅನುದಾನಿತ/ಖಾಸಗಿ ಅನುದಾನರಹಿತ

ಶಾಲೆಯಿರುವ ತಾಲ್ಲೂಕಿನ ಹೆಸರು:.....

ಸೂಚನೆ: ವಿದ್ಯಾರ್ಥಿಗಳೇ ಈ ಮಾಪನಿಯು ಶಿಕ್ಷಕರು ಮತ್ತು ತರಗತಿ ವರ್ತನೆಯ ಕುರಿತ ಹೇಳಿಕೆಗಳನ್ನೊಳಗೊಂಡಿದೆ. ನೀವು ಈ ಹೇಳಿಕೆಗೆ ಪ್ರತಿಕ್ರಿಯಿಸಲು ಕೇವಲ ಒಬ್ಬ ಶಿಕ್ಷಕರನ್ನು ಮಾತ್ರ ಪರಿಗಣಿಸಿ. ಪ್ರತೀ ಹೇಳಿಕೆಯನ್ನು ಗಮನವಿಟ್ಟು ಓದಿ ಮತ್ತು ಶಿಕ್ಷಕರ ವರ್ತನೆಯ ಬಗೆಗೆ ನಿಮ್ಮ ಪ್ರತಿಕ್ರಿಯೆ ನೀಡಿ. ಪ್ರತೀ ಹೇಳಿಕೆಗೂ ಐದು ಪ್ರತಿಕ್ರಿಯೆಗಳನ್ನು ಒಳಗೊಂಡಿದೆ ಅವುಗಳೆಂದರೆ, ಎಂದಿತಾ ಒಪ್ಪುತ್ತೇನೆ, ಒಪ್ಪುತ್ತೇನೆ, ಯಾವುದೂ ಇಲ್ಲ, ಒಪ್ಪುವುದಿಲ್ಲ, ಎಂದಿತಾ ಒಪ್ಪುವುದಿಲ್ಲ. ಇದರಲ್ಲಿ ನಿಮಗೆ ಯಾವುದು ಹೆಚ್ಚು ಸೂಕ್ತವೋ ಅದಕ್ಕೆ (√) ಪ್ರತಿಕ್ರಿಯಿಸಿ. ಪ್ರತಿಕ್ರಿಯಿಸುವುದಕ್ಕೆ ಮೊದಲು ಹೇಗೆ ನೀವು ಪ್ರಬಲವಾಗಿ ಒಪ್ಪುತ್ತೀರಿ ಅಥವಾ ಒಪ್ಪುವುದಿಲ್ಲ ಎಂದು ಯೋಚಿಸಿ. ಸೂಕ್ತ ಕೋಷಕದಲ್ಲಿ (√) ಪ್ರತಿಕ್ರಿಯಿಸಿ. ಎಲ್ಲಾ ಹೇಳಿಕೆಗಳಿಗೂ ಉತ್ತರಿಸುವುದು ಅವಶ್ಯಕ. ಪ್ರತೀ ಹೇಳಿಕೆಗೂ ಕೇವಲ ಒಂದು ಪ್ರತಿಕ್ರಿಯೆಯನ್ನು ಮಾತ್ರ ನೀಡಿ. ಇಲ್ಲಿ ಯಾವುದೇ ಸರಿ ಅಥವಾ ತಪ್ಪು ಎಂಬ ಉತ್ತರಗಳಿರುವುದಿಲ್ಲ. ಪ್ರಾಮಾಣಿಕವಾಗಿ ಪ್ರತಿಕ್ರಿಯಿಸಿ, ನಿಮ್ಮ ಪ್ರತಿಕ್ರಿಯೆಗಳನ್ನು ಗೌಪ್ಯವಾಗಿಡಲಾಗುವುದು ಮತ್ತು ಇದನ್ನು ಸಂಶೋಧನಾ ಉದ್ದೇಶಕ್ಕಾಗಿ ಮಾತ್ರ ಬಳಸಿಕೊಳ್ಳಲಾಗುವುದು.

ಕ್ರಮ ಸಂಖ್ಯೆ	ಹೇಳಿಕೆಗಳು	ಎಂದಿತಾ ಒಪ್ಪುತ್ತೇನೆ	ಒಪ್ಪುತ್ತೇನೆ	ಯಾವುದೂ ಇಲ್ಲ	ಒಪ್ಪುವುದಿಲ್ಲ	ಎಂದಿತಾ ಒಪ್ಪುವುದಿಲ್ಲ
1	ಪ್ರತೀಬಾರಿ ಕಾರ್ಯನಿಯೋಜಿಸಿದಾ ಸಮಯದಲ್ಲೆಲ್ಲಾ ಈ ಶಿಕ್ಷಕರು ಏನಾದರೊಂದನ್ನ' ನೀಡುತ್ತಲೇ ಇರುತ್ತಾರೆ ಇದರಿ ನನಗೆ ಕಿರಿಕಿರಿ ಉಂಟುಮಾಡುತ್ತದೆ.					
2	ಈ ಶಿಕ್ಷಕರು ನನ್ನನ್ನು ಪ್ರಶ್ನೆಗೆ ಉತ್ತರಿಸಲು ಬಾಡ್ದಿಲ್ಲ ಎಂದರೆ ಒಪ್ಪಿಕೊಂಡಾಗಲೂ ನಾನು' ನನಗೆ ಅವರ ಬಗೆಗೆ ಚೆಟ್ಟನ' ರನ್ನುಟಾಗುವಿದೆ.					
3	ಈ ಶಿಕ್ಷಕರು ಹಲವಾರು ನಿರ್ದೇಶನಗಳನ್ನು ನೀಡುತ್ತಾರೆ, ಅವುಗಳನ್ನು ತಪ್ಪಾಗಿ ಬದಲಿಸುತ್ತಾರೆ ಆದ್ದರಿಂದ' ನನ್ನಿಂದ' ಅವರು ಏನನ್ನು ನಿರೀಕ್ಷಿಸುತ್ತಾರೆ ಎಂಬುದನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳಲು ಕಷ್ಟವಾಗಿದೆ.					
4	ಉತ್ತರ ನೀಡುವುದಕ್ಕೆ ಏಮುಚಿ ಯೋಚಿಸಲು ಈ ಶಿಕ್ಷಕರು ನನಗೆ ಸಮಯ ನೀಡುವುದಿಲ್ಲ.					
5	ಈ ಶಿಕ್ಷಕರ ತರಗತಿಗಳಲ್ಲಿ ಹಲವಾರು ರನ್ನ' ವರ್ತನೆಗಳಿರುತ್ತವೆ.					
6	ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಈ ಶಿಕ್ಷಕರು ಹೆಚ್ಚಾಗಿ ಶಿಕ್ಷಿಸುತ್ತಾರೆ.					
7	ಈ ಶಿಕ್ಷಕರ ತರಗತಿಯಲ್ಲಿ, ಪ್ರಶ್ನಿಸುವ' ಅಥವಾ ನನ್ನ ಅಭಿಪ್ರಾಯವನ್ನು ತಿಳಿಸುವ' ಸ್ವಾತಂತ್ರ್ಯವಿದೆ ಎಂಬ ಬಾವನೆ ನನಗಿದೆ.					
8	ಈ ಶಿಕ್ಷಕರು ಕಲಿಕಾ ವಿಷಯಗಳನ್ನು ವಿವರಿಸುವಾಗ ಆಗಾಗ್ಗೆ ಕಷ್ಟಪಡುತ್ತಿರುವುದನ್ನು ಉಪಯೋಗಿಸುತ್ತಾರೆ.					
9	ಈ ಶಿಕ್ಷಕರು ಬುದ್ಧಿವಂತ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ವಿಶೇಷ ಇಷ್ಟಪಡುವುದಿಲ್ಲ ಎಂಬ ಕೋಪಮಾಡಿಕೊಳ್ಳುತ್ತಾರೆ.					
10	ಈ ಶಿಕ್ಷಕರು ತರಗತಿಗೆ ಗೈರುಹಾಜರಾದರೆ ಅಥವಾ ರಜೆಯ ಮೇಲಿದ್ದಾಗ ನನಗೆ ನಿರಾಶೆಯಾಗುತ್ತದೆ.					
11	ಈ ಶಿಕ್ಷಕರು ಸ್ಪಷ್ಟವಾಗಿ ವಿವರಿಸುವುದಿಲ್ಲ.					

12	ಈ ಹೆಣ್ಣಿಗೆ ಸಮಬಲವಾಗಿ ಅವರ ಕೋಪಕಿಳಿದುಜೊಳ್ಳುತ್ತಾರೆ.					
13	ಈ ಹೆಣ್ಣಿಗೆ ಏರಿದ' ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಅವಮಾನಿಸುತ್ತಾರೆ					
14	ಈ ಹೆಣ್ಣಿನ ನಿರ್ದಿಷ್ಟ ತರಗತಿಯಲ್ಲಿ ನಾವು ಏನನ್ನು ಕಲಿಯಬೇಕೆಂಬ ಬಗ್ಗೆ ಎಂದಿಗೂ ಹೇಳುವುದಿಲ್ಲ.					
15	ಈ ಹೆಣ್ಣಿಗೆ ನನ್ನನ್ನು ಬದಲಿಸಿದ್ದನ್ನು ನಾನು ಯಾವಾಗಲೂ ಗುರುತಿಸಿಲ್ಲ.					
16	ನಾನು ಈ ಹೆಣ್ಣಿನೊಂದಿಗೆ ಕಲಿಯಲು ಎಂದಿಗೂ ಇಷ್ಟಪಡುವುದಿಲ್ಲ.					
17	ಈ ಹೆಣ್ಣಿನ ತರಗತಿಯನ್ನು ಕಲಿಯಲು ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ವರ್ಷ ಇಷ್ಟಪಡುತ್ತಾರೆ.					
18	ನನ್ನಲ್ಲಿ ಅನೇಕರು ಈ ಹೆಣ್ಣಿನನ್ನು ಇಷ್ಟಪಡುವುದಿಲ್ಲ.					
19	ಈ ಹೆಣ್ಣಿನ ಏರಿದ' ವಿದ್ಯಾರ್ಥಿಗಳು ಕಲಿತು ಆಗಾಗ್ಗೆ ಜಾಸ್ತಿ ಪರಾಜಿತರಾಗುತ್ತಾರೆ.					
20	ಈ ಹೆಣ್ಣಿನ ತರಬಾ ವಿದಾನ, ಅವರು ಪಠ್ಯಗಳನ್ನು ಬೇಗ ಮುಗಿಸುವುದಿಲ್ಲ.					
21	ಒಂದು ವೇಳೆ ನಾವು ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸಲು ವಿಫಲರಾದರೆ ಈ ಹೆಣ್ಣಿನ ನಮಗೆ ನಗೆಪಟ್ಟು ರೀತಿಯಲ್ಲಿ ಇದ'ರಿಂದಾಗಿ ನಾವು ಸ'ಯಿಯಾಗಿ ಉತ್ತರ ರೀತಿಯಲು ಸಹಾಯವಾಗುತ್ತದೆ.					
22	ಬೋಧನೆಯಲ್ಲಿ ಹೆಚ್ಚು ಆಸಕ್ತಿಯನ್ನು ತೋರದೆ' ಯಾಂತ್ರಿಕವಾಗಿ ನಮಗೆ ಈ ಹೆಣ್ಣಿನ ಬೋಧಿಸುತ್ತಾರೆ.					
23	ಕಲವು ದಿನಗಳಾದ' ನಂತರವೂ ನಜ' ಈ ಹೆಣ್ಣಿನ ತನ್ನ ತರಗತಿಯಲ್ಲಿನ' ಕಲವು ವಿದ್ಯಾರ್ಥಿಗಳ' ಹೆಸರುಗಳನ್ನು ತಿಳಿದುಜೊಂಡಿಲ್ಲ.					
24	ಕೆಲವು ಪ'ಶ್ನೆ ಭಾಗಗಳು / ಪ್ರಮುಖ ಅಂಶಗಳು ಮುಖ್ಯ ಎಂದು ಈ ಹೆಣ್ಣಿನ ನಮಗೆ ನಿಷ್ಪಟ್ಟಾಗಿ ಹೇಳುತ್ತಾರೆ.					
25	ನನ್ನ ಸ್ನೇಹಿತರ ಮುಂದೆ ಈ ಹೆಣ್ಣಿನ ನಮಗೆ ಅವಮಾನ' ಪರಾಜಿಸುವುದಿಲ್ಲ.					
26	ಈ ಹೆಣ್ಣಿಗೆ ನನ್ನ ಬಗ್ಗೆ ಆಸಕ್ತಿಯಿದೆ.					
27	ಈ ಹೆಣ್ಣಿನ ನಾವು ತರಗತಿಗೆ ತಡವಾಗಿ ಬರುವುದಕ್ಕೆ, ಗೈಹಿಕಾರ್ಯ ಪರಾಜಿಸಲು ವಿಫಲರಿದ್ದಕ್ಕೆ, ಅಥವಾ ಪ'ಶ್ನೆಪತ್ರಿಕೆ ತರುವುದನ್ನು ವಿಫಲರಿದ್ದಕ್ಕೆ ವಿವ'ರಣೆಯನ್ನು ಕೇಳದೆ ನನ್ನನ್ನು ತೆಗಳುತ್ತಾರೆ.					
28	ಈ ಹೆಣ್ಣಿನಿಂದ' ನಾವು ಹೆಚ್ಚು ಕಲಿಯಲಿಲ್ಲ ಏಕೆಂದರೆ ತರಗತಿಯಲ್ಲಿ ಅವರು ಹೆಚ್ಚಿನ' ಸಮಯವನ್ನು ಕಾಲಾವಕಾಶವನ್ನು'ರಲ್ಲೇ ಕಳೆಯುತ್ತಾರೆ.					
29	ನನ್ನ ಅಭಿಪ್ರಾಯದಲ್ಲಿ, ಈ ಹೆಣ್ಣಿನ ಪ'ಕಾಶಕರಾಗಿ ಹೆಣ್ಣಿಗಾಗಿದ್ದಾರೆ.					
30	ನನ್ನ ಅಭಿಪ್ರಾಯದಲ್ಲಿ ಈ ಹೆಣ್ಣಿನ ವಿಷಯದ' ಬಗೆಗೆ ಹೆಚ್ಚಿನ' ಜ್ಞಾನ' ಹೊಂದಿದ್ದಾರೆ.					
31	ನನ್ನ ತರಗತಿಯಲ್ಲಿ ಈ ಹೆಣ್ಣಿನ ಬಯಸಿದಾಗಿರುತ್ತಾರೆ.					
32	ಈ ಹೆಣ್ಣಿನ ದ್ವನಿಯು ತರಬಾ ಕಿರಿಯರಿಯದ' ವರ್ತನೆ ಹೊಂದಿ ವಿವಿಧರ' ನಡತೆಗಳ ಅರಿವು ಏಕರೂಪವಾಗಿರುತ್ತದೆ' ಆದ್ದರಿಂದ' ಕಲಿಯರು ಅದನ್ನು ಕೇಳಿಸಿಕೊಳ್ಳಲ್ಪಡುವುದನ್ನು ನಿಲ್ಲಿಸುತ್ತಾರೆ.					
33	ಈ ಹೆಣ್ಣಿನ ಪ್ರಶ್ನೆಗಳಿಂದ' ನಡತೆಗಳ ನಾವು ನೀಡಿದ' ಉತ್ತರಗಳಿಗೆ ಏನೂಆಕ್ಷೆ ನೀಡುವುದಿಲ್ಲ.					
34	ಈ ಹೆಣ್ಣಿನ ನಾಜೂಕಾಗಿ ನಮಗೆ ಅವರು ಯಾವ' ಪಾಠಗಳ' ಬೇಕಿವೆ ಪ್ರಶ್ನೆಗಳನ್ನು ರಚಿಸುತ್ತಾರೆ ಎಂಬುದನ್ನು ತೆಗಳುತ್ತಾರೆ.					
35	ಈ ಹೆಣ್ಣಿನ ನಮ್ಮನ್ನು ತರಬಾ ಟೀಕಿಸುತ್ತಾರೆ					
36	ಈ ಹೆಣ್ಣಿನ ನಮ್ಮನ್ನು ಗೌರವದಿಂದ' ಕಾಣುತ್ತಾರೆ					
37.	ಈ ಹೆಣ್ಣಿನ ತರಗತಿಯನ್ನು ನಿಯಂತ್ರಿಸಲು ವಿಫಲರಾಗುತ್ತಾರೆ.					
38.	ಈ ಹೆಣ್ಣಿನ ತರಗತಿಯಲ್ಲಿ ಬೋಧಿಸದ' ಪಾಠಗಳ' ಬೇಕಿ ಪ್ರಶ್ನೆಗಳನ್ನು ರಚಿಸಲ್ಪಡುವುದಿಲ್ಲ.					
39.	ಈ ಹೆಣ್ಣಿನ ಯಾವಾಗಲೂ ತರಬಾ ಆತುರದಲ್ಲಿರುತ್ತಾರೆ.					
40	ಈ ಹೆಣ್ಣಿನ ತರಗತಿಯಲ್ಲಿ ಏರಿದ' ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಅವಮಾನಿಸುತ್ತಾರೆ.					
41	ಈ ಹೆಣ್ಣಿನ ವಿಷಯದ' ಬೇಕಿ ನಿಯಂತ್ರಣ ಹೊಂದಿದ್ದಾರೆ ಎಂಬ ಭಾವನೆ ನನಗಿದೆ.					
42.	ಈ ಹೆಣ್ಣಿನ ಉನ್ನತ ಅರ್ಹತೆಗಳನ್ನು ನಿಗದಿ ಪಡಿಸಿಕೊಂಡಿದ್ದಾರೆ ಆದ್ದರಿಂದ' ನಾನು ಅವರಿಂದ' ಪ್ರಶಂಸೆಗೊಳಪಡುವಾಗ ನನಗೆ ರೋಮಾಂಚಿತ' ಭಾವನೆ ಉಂಟಾಗುತ್ತದೆ' ಏಕೆಂದರೆ ಅದು ನಾನು ಪರಿಶ್ರಮಪಡುವಂತೆ ಆಗುತ್ತದೆ.					